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ABSTRACT

This extensive draft of a social studies curriculum framework for New Jersey elementary and secondary schools is divided into three broad sections: (1) "Introduction/Statement of Purpose"; (2) "Guiding Principles"; and (3) "Teaching to the Standards." The framework is based upon the nine approved social studies content standards and the six cross-disciplinary workplace readiness standards. The social studies standards focus on democratic citizenship and government, historical understanding of New Jersey, the United States and the world, and geography and environmental studies. Proposed activities and vignettes for the nine social studies standards are included. The framework is not a mandated social studies curriculum, nor is it a "how-to" manual for the implementation of the standards. Suggested activities accompany the chapters and describe rather than prescribe instructional practice that is aligned with the standards. Each chapter begins with an overview of the core understandings covered by each standard and a sequence that traces the major concepts and themes students must grasp as they progress from kindergarten through twelfth grade. A resources section at the end of each activity directs teachers to the kinds of materials that are available for curriculum development, lesson planning, and enrichment. The range of grade levels for each activity can be determined by referencing the standards framework for each standard. Indicators are listed by number and are arranged by range of grade levels. (BT)

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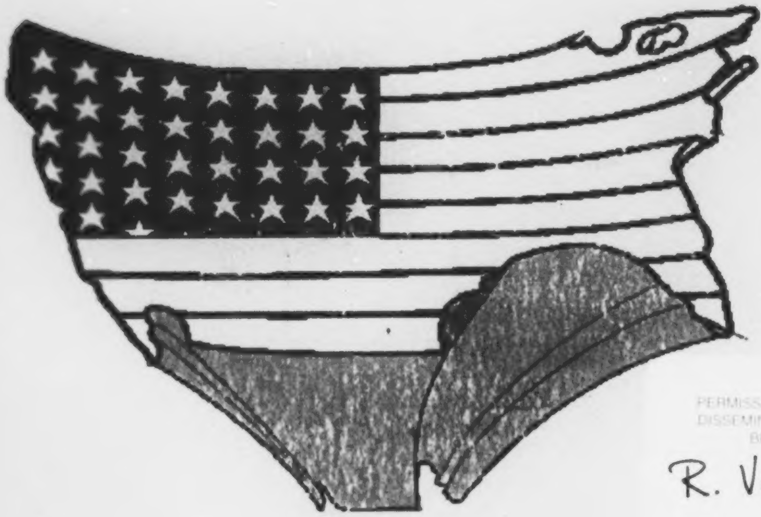
ED 430 890

## New Jersey Social Studies Curriculum Framework

# Social Studies Curriculum Framework First Draft



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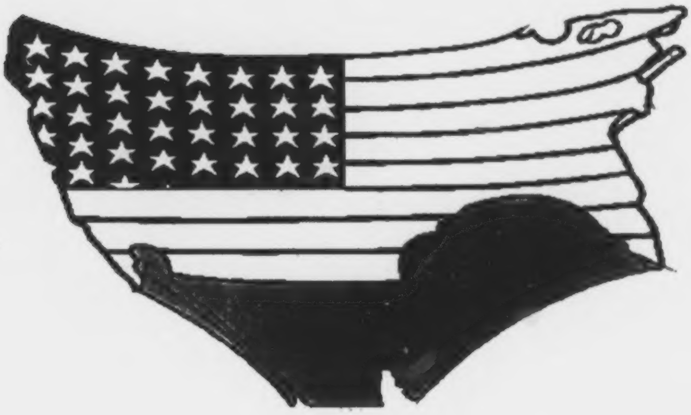
New Jersey Social Studies Curriculum Framework

# Social Studies Curriculum Framework

## First Draft



DEPARTMENT OF EDUCATION
Office of Standards & Professional Development
February 1998

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# New Jersey Social Studies Curriculum Framework
## Introduction/Statement of Purpose
## February 1998

On May 1, 1996, the State Board of Education adopted a set of Core Curriculum Content Standards in seven content areas along with a set of Cross Content Workplace Readiness Standards that apply to all areas. Since the adoption of the standards, several frameworks have been developed to assist local districts in the implementation of the standards. Last June, the Department of Education and its corporate partners, the New Jersey Council for the Humanities and the New Jersey Chamber of Commerce, convened a task force of distinguished K-12 educators, university scholars and business leaders to design a Social Studies Curriculum Framework for New Jersey. This first draft of the Social Studies Framework is now released for professional and public review.

### The Plan

To insure widespread participation in the formulation and review of the framework, the task force decided to prepare a first and second draft of the planned document to be presented to all New Jersey public schools for review and comment before proceeding with the completion of the final framework. In the first draft you will find proposed activities, scenarios and vignettes for each of the nine standards in Social Studies. When we have received comments from all of you, we will prepare a second draft for further review and comment. Additional components of a comprehensive social studies program, such as suggested scope and sequence models, assessment suggestions, and professional development plans will be shared with you over the next several months. In addition, we are preparing chapters that provide information and strategies for adopting the curriculum to the needs of special education and limited English proficient students.

### The Nine Chapters

New Jersey's Social Studies Framework is based on the nine approved Social Studies Content Standards and the six cross-disciplinary Workplace Readiness Standards. Of the nine social studies standards, three focus on democratic citizenship and government, three on historical understanding of New Jersey, the United States and the world, and three on geography and environmental studies. This first draft includes proposed activities and vignettes for all nine of these standards.

### Chapter Format

Separate writing teams composed of five to eight members, including teachers, social studies supervisors and university staff have developed each chapter. They researched each topic and designed teaching and learning activities that provide suggested implementation models for the standards and indicators in a classroom setting. A set of grade level indicators accompanies each standard and every indicator is operationalized by at least one activity.

The purpose of these activities must be clearly understood. The New Jersey Social Studies Framework is not a mandated social studies curriculum. Curriculum development is the responsibility of each local district. Nor is the framework a "how-to" manual for the implementation of the standards. The suggested activities which accompany these chapters describe rather than prescribe instructional practice that is aligned with the standards. They are suggestions and do not cover all of the rich array of instructional approaches that may be used. The goal is to assist implementation of the standards by defining the standards and indicators, as well as the historical periods, themes and topics that the standards include. They also expose teachers to rich content material and challenging instructional ideas that will inspire them to develop activities suited to the particular needs and interests of their students. A "Resources" section at the end of each activity directs teachers to the kinds of materials that are available for curriculum development, lesson planning and student enrichment. Of course, many more activities and resources could have been included. It was felt that an exhaustive listing would be beyond the scope of this document.

Each chapter begins with an overview of the core understandings covered by each standard and a sequence that traces the major concepts and themes students must grasp as they progress from kindergarten through twelfth grade. Much thought has been given to the developmental appropriateness of each activity and the learning goals implied for each of the grade level performance indicators.

The continued development of the document will depend upon your reactions to these sample activities and chapter drafts as they are disseminated for review. Please use the enclosed survey form to register your comments and suggestions for the document. We hope that the open exchange of opinions and responses to the development of the framework will insure its widespread acceptance and approval.

## Grade Level for Activities

The range of grade levels for each activity in this document can be determined by referencing the standards document. For each standard, indicators are listed by number and are arranged by range of grade levels in three groupings: end of Grade 4, end of Grade 8 and end of Grade 12.

# Guiding Principles of the New Jersey Social Studies Framework

This framework is an elaboration on the standards and indicators adopted by the New Jersey State Board of Education in May 1996. It is not mandated, but rather is a guide to practice which will help decision-makers, curriculum developers and classroom teachers enable students to meet the standards. The following basic principles have guided the development of this document.

## I. Purpose of social studies education.

Ours is a constitutional, democratic society. Citizenship means informed participation in that society. The major objective of social studies education is preparation for responsible citizenship. An informed citizenry will insure that democracy is not replaced by oligarchy or worse.

The complexity of events and the growth of information in the modern world requires that we equip students with the critical thinking skills they will need to examine issues and to vote intelligently. Students will acquire through social studies education a knowledge base of common cultural elements including persons, dates and events in addition to concepts and understandings which will enable them to understand their heritage and to communicate with others.

The term "social studies" can apply to separate programs in history, civics and geography or to a thematic presentation of content blending these disciplines or to a combination of these approaches. Any of these is acceptable as a means to enable students to meet the standards.

## II. Balance in the presentation and coverage of materials from history, civics and geography.

We must endeavor to present an objective view of the material that we teach. The concept of balance and proportion applied to history means that issues of importance to most Americans are the issues that are given the most comprehensive coverage in the framework. It also means that we present an appropriate and truthful mix of positives and negatives.

We have endeavored to maintain this balance throughout this document. We believe that this is educationally and historically the best way to present the subject of social studies to the educational community.

## III. Comprehensive coverage.

The New Jersey Social Studies Standards require all students to have studied seven periods of world history and five periods of American history. In addition, students will have studied New Jersey history in several grades before graduation. Coverage of these is essential to achievement of a standards-based education. Clearly the curriculum must attend to time allotments for these so that all are covered at appropriate grade levels. The choice of grade levels for each area is a local decision (which will however be affected by the state assessment program).

## IV. Program based on solid content.

The social studies program should be based on a core of solid, discipline-based knowledge, which draws on the best scholarship in history, political science, geography and related disciplines. No standards-based program can succeed without this solid content core. The foundation of the student's knowledge must be built so that the student can then learn the higher-order skills that are essential to the social studies area.

### V. Comprehensive and current source materials.

The rate of growth of our knowledge today requires that we as educators be up-to-date and that our knowledge be drawn from current best practice. Given the increased resources that are now available to all of us for our own research and development, we should endeavor to find the latest materials on any subject we teach. Reliance on one or a few sources, whether textbooks or other source materials, is unacceptable if we are to teach our students to approach issues intelligently.

### VI. Adequate research.

No subject or topic is ever finally settled. We must adopt, as did Descartes, the ability to systematically doubt and question received interpretations of events and issues. In a spirit of true, open-minded inquiry, we must present to students the materials they need to analyze, synthesize and interpret the materials of social studies.

The flow of information today, with the Internet and the 70,000 plus books published every year in the United States alone, means that teachers no longer have to rely on a textbook to teach social studies. Peter Drucker writes that:

> For today's small child, the television set and the video cassette recorder surely provide as much information as does the school --in fact probably more. But only through the school, through organized, systematic, purposeful learning can this information be converted into knowledge and become the individual's possession.[1]

The materials for a lesson in social studies can come from the latest issue of TIME, or the daily newspaper, or the six o'clock news on television. The growth of new knowledge is so rapid that we must try to be current even to teach ancient history. A recent issue of TIME had a story of an archeological dig in Africa which suggested that the Kingdom of Nubia, not Egypt, may have been the source of early civilization on that continent. This can be used for a lesson on the relationship of archaeology and history and the way in which the accepted version of a historical narrative can change significantly based on new findings.

### VII. Choice and diversity.

This framework broadly describes the domain of social studies in terms of content and student knowledge and skills as required by the standards. There are substantial areas of choice for schools within the content domain and in the area of methods of delivery of the curriculum to students. The framework does not compromise the broad areas of choice available to schools in implementing the standards - to teach history chronologically or thematically. This is the district's choice. Both approaches can be used to enable students to get to the common destination-achievement of the standards. These approaches and others can coexist within the educational system without conflict, as long as there is a dialogue among practitioners.

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[1] Drucker, Peter. The New Realities. New York: Harper & Row. 1989. p. 233.

### VIII. Appropriate use of technology.

Technology is essential in today's classroom. Whether using CD-ROM's, electronic learning games, or the Internet, the modern teacher is tuned in to cyberspace because the growth of knowledge is so rapid in history, geography and political science and civics that the use of such resources is essential; and also because today's student learns this way.

### IX. Workplace readiness.

Social studies education is citizenship education. If we are preparing students to participate in democratic and constitutional government, then clearly we need to educate our students to be critical thinkers and problem-solvers. Social Studies has traditionally included research and information-gathering skills as well as critical-thinking and problem-solving skills. This is still the case. The Core Curriculum Content Standards also include Cross-Content Workplace Readiness standards which reemphasize these skills and abilities. The importance of critical thinking in relation to the study of history and civics cannot be overstated.

### X. Inclusion of various student populations.

The Core Curriculum Content Standards in social studies can be achieved by virtually all students. This includes students in special education and bilingual and ESL programs. Adaptations of standards-based activities for both of these populations will be included in the final document for each of these populations.

## Teaching to the Social Studies Standards

There are nine social studies standards which deal separately with history, civics and geography. These standards are interrelated in that complex phenomena have many dimensions. An historical event may involve historical, political and geographical factors. We recommend that teaching to the standards begin with consideration of discrete standards and indicators and develop with students the ability to synthesize the many variables into a coherent personal view of the subject under study. Thus, to teach to the standards is based on three considerations:

(1) *Focusing on the specific language of the standards and indicators.* Each indicator must be considered as a separate entity, as a way to focus on the subject studied. The indicators are, of course, interrelated in the complexity of the subject but when we concentrate on a specific indicator, we emphasize the need to determine exactly what it says and what it will require in classroom activity. In studying history, civics or geography, in general, the student will progress from knowledge through comprehension and application to analysis, synthesis and evaluation.

In the consideration of an historical event or period, the lesson should focus initially on what actually happened before considering, for example, different viewpoints. In a standards-based presentation, it is recommended that the class focus first on the analysis of the historical event as the student studies in detail what actually happened. Having acquired the necessary information, the student begins synthesizing the events into an overall perspective. At this point, the student is ready to speculate about causes and to develop his/her interpretation of the event while also considering alternative viewpoints as another source of information.

(2) *More comprehensive coverage and depth of content than in the pre-standards era.* The standards will require greater rigor and specificity in the treatment of topics in history, civics and geography. In view of the inclusion in the standards of 7 periods of world history, 5 periods of American history and some 24 major themes, the possible areas for curriculum are considerable. The next draft of this framework will include delineations of the twelve historical eras to be studied as well as a detailed consideration of the twenty-four themes which are listed with standards 6.3 through 6.6. In many places these considerations will require a realignment of curriculum to permit the teaching of topics at grade levels at which they may not have been taught in the pre-standards era.

(3) *Teaching methods based on the most current theory and research.* To enable our students to meet the standards we must use the best aspects of traditional practice and of new and innovative approaches. The best of traditional practice means that there is much that was good in lecturing, explaining, classroom recitation, simulations and role-play, project-centered instruction and effective questioning. We must retain and improve these skill areas while also trying to include an awareness of and application of brain-based teaching, multiple intelligences and classroom uses of computers and other technologies. The second draft of this framework will include a

discussion of this important topic.

(4) *Assessment methods* that use the best of current practice including performance assessment, constructed response, real world tasks, and portfolios while recognizing that all levels of Bloom's taxonomy (1)should be included in the plan. This would, of course, include the following:

(a) Knowledge of specific facts, terminology, trends and sequences, concepts, generalizations and procedures.
(b) Comprehension of the above including translation, interpretation, and extrapolation.
(c) Application of concepts and principles to specific problems.
(d) Analysis of detailed contexts.
(e) Synthesis into an overview of what has been learned.
(f) Evaluation, or formation of a personal perspective on the part of the learner through which he/she makes judgments based on internal evidence and external criteria.

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1 Bloom, Benjamin S. Taxonomy of Educational Objectives. Book 1. Cognitive Domain. New York: Longman, Inc. 1956.

## New Jersey Social Studies Framework
## Comment and Review Form

This form is provided to elicit your reaction to and evaluation of the first draft of the Social Studies Curriculum Framework. Completion of this form is voluntary. Your input is valuable to us in determining the usefulness of this document in assisting you in implementing the standards. Your comments will enable us to improve the framework. We look forward to hearing from you. Please mail or fax your completed form to:

Dr. John Dougherty
New Jersey Department of Education
100 Riverview Plaza
P.O. Box 500
Trenton, New Jersey 08625-0500
FAX: (609) 292-7276

**Directions:** Indicate your rating for each of the sections of the framework on three dimensions as listed. **Valid** means the section or the activities are based on content that is current and correct. **Useful** means that the section or the activities can be implemented in most classrooms. **Appropriate** means that the section or the activities are appropriate for the grade-levels indicated. Use a rating scale of 1 (low satisfaction) to 5(high satisfaction).

| | Valid | Useful | Appropriate |
|---|---|---|---|
| Guiding Principles of the New Jersey Social Studies Framework | | | |
| Teaching to the Social Studies Standards | | | |
| Activities for Standard 1 | | | |
| Activities for Standard 2 | | | |
| Activities for Standard 3 | | | |
| Activities for Standard 4 | | | |
| Activities for Standard 5 | | | |
| Activities for Standard 6 | | | |
| Activities for Standard 7 | | | |
| Activities for Standard 8 | | | |
| Activities for Standard 9 | | | |

**Your comments and/or recommendations:**
Please attach additional pages if needed. In making comments, make reference to the specific section or activity(ies).

**Name of Reviewer:** ______________________________ **Telephone** ______________
**School District** ______________________ **County** ______________________
**Check one:** __**Teacher** ___**Supervisor** ___**Administrator** ___**Group Rating**

# Standard 6.1

***All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.***

## Introduction to Standard 6.1

Standard 6.1 begins the study of civics and topics in political science in the social studies. It covers the basics of American government including the Constitution, the three branches of government, elections, functions of congress, rights, duties and responsibilities of American citizens.

## Framework for Standard 6.1

Students study major documents which are the foundation of our democratic way of life including the Constitution, the Bill of Rights, and the New Jersey Constitution. Students also study the history and significance of the major symbols and icons of American life including the Pledge of Allegiance to the flag, the Statue of Liberty, the Statue of Justice.

Concepts of political science studied include the ideal of representation and representative government, the ideological origins of the United States Constitution, the bicameral legislature (upper and lower houses), and the functions of the legislative, executive and judicial branches of government.

Higher order thinking skills are critical to this area as students learn to analyze public policies, local, state and national politics, and elections information. The ability to participate in democratic process is a major outcome of the work done under this standard.

Students begin in the early grades and throughout their education to develop an appreciation of our American heritage through the study of our history and government. Social studies education will promote loyalty and love of country as well as prepare students to participate intelligently in public affairs.

**STANDARD 6.1: ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 1: Identify key principles embodied in the Unites States Constitution, and discuss their application in specific situations.**

Students learn that U.S. citizens, hold a very important role in government. The founding fathers of our nation created the Constitution which they thought of as a curriculum for citizenship. Students learn how to fully participate as citizens and protectors of the republic. They also learn the fundamentals of our government and to appreciate the importance of these things and how they are applied to a variety of situations.

**Grade Levels K-4**

# The Constitution

**Overview**

As an early introduction to the later study of the Untied States Constitution, students need to understand how each of us has different viewpoints on many issues, but that we all have the same responsibilities regarding ourselves and others, whether family members, coworkers, or fellow citizens. We must reconcile our duties and responsibilities and our views with those of others without abandoning our principles. This is what being a citizen entails.

**Activity**

1. Help the students create a questionnaire for students to give to a variety of people (in their families, in the school community, in the larger community). The questions may focus on areas such as how they view their responsibilities as a member of a family, as a neighbor, as a worker, as a citizen or resident of the U.S., and as a citizen of the planet. Discuss the data received and encourage the students to write complete sentences (or paragraphs) to report some of the answers they have gotten.

2. Create a bulletin board or poster so that students can display all of the roles and responsibilities they have. This can be done by giving each student a colorful circle in which to print his or her name. Construction paper cut into the shapes of flower petals should be glued around each name circle. On each petal the student should write, draw or paste pictures from a magazine to show one of the roles or responsibilities he or she has, either within the family, the classroom, the school, or the community. When each student has recorded the information on his or her petals, the flowers could be mounted together on the bulletin board or poster with a heading such as **A Garden of Good Citizens.** Students should understand that the Constitution of the United States makes reference to "the general welfare of its citizens." There are some basic necessities for survival and a happy life.

3. Students can create a collage of pictures drawn or cut from magazines that represent some of the things that they feel are necessary in order for people to lead a happy life, such as food, clothing, homes, friends and family etc. A second collage can be made to display pictures of

those things that students feel are wants, but not really important to help people lead a happy life.

**Further Exploration**

Invite members of a variety of service agencies into the classroom to discuss some of the needs that they address in the local communities. Have students ask questions to learn how these agencies attempt to meet these needs.

A classroom or school effort may be organized to promote the general welfare of the community through a food or clothing drive, or visits to nursing homes. Students can begin to feel first-hand how each citizen can play a part in promoting the general welfare of others.

On the primary level, teaching students to listen to others, to learn the rudiments of a dialogue, and to learn to focus on a single point or issue can be good preparation.

**Connections**

(under development)

**Resources**

____________, "To Preserve These Rights: The Bill of Rights." The Pennsylvania Humanities Council 1991.

Goldwin, Robert A. and William A. Schambra. "How Does the Constitution Secure Rights?" Washington: American Enterprise Institute for Public Policy Research. 1985

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 2: Identify examples of the rights and responsibilities of citizens**

Students learn that our rights are guaranteed by the Constitutions of the United States and of New Jersey. They also learn that rights have related responsibilities. We are proud of our rights and want to protect them, but we also have responsibilities to others and to the country.

**Grade Level(s): K-4**

# Our Precious Rights

## Overview

Voting is a right and a responsibility of every U S citizen, 18 years or older. Students should be told that there are other countries in the world where people do not have the privilege of voting for their government officials. Students will better understand how important this process is if given an opportunity to actively participate in an election. This can be for a state or local election or for the presidency of the United States. Listed below are some activities that can be used in a classroom. Most pertain to a national election, but may be adapted for others as well.

## Activities

1. Create a bulletin board to post articles and pictures about the candidates and their platforms. Divide the bulletin board into three different sections with red, white and blue colored paper. The red and blue sections should be used to hold information about the two major candidates, and the white section should be used for information about both of the candidates or the election in general. Encourage the students to read the articles they bring in and then share the important details with the rest of the class before displaying them.

2. Since voting is an important act that not all eligible citizens participate in, students may want to become involved by making fliers and posters to encourage people to get out and vote. They may make special hats or badges to wear as election volunteers. A class trip to the polling place on election day would be a valuable experience for students of any age. Also, a visit to the classroom by a polling place official would be useful and easy to arrange.

3. Divide the class into small cooperative groups. Give each group a large piece of poster paper. Fold the paper down the middle lengthwise and then open it again so that it has two parts. Head one of the sections **Rules at Home** and the other section **Reasons for Rules**. Students discuss some of the rules they are expected to follow in their families and why they think each rule is important. When the group decides on any five rules, have them write them in the appropriate section of the poster. Across from each rule, in the section labeled **Reasons for Rules**, the students should write as many reasons as they can for this rule. As a class, discuss each poster. Help students to realize that as a member of a family, it is their responsibility to

follow the rules that have sound reasons. Discuss what may happen in a household where people do not follow rules. People have responsibilities to be a part of society. Students should have an opportunity to discuss the people they may come in contact with that may have certain duties and positions of authority.

4. Ask students to collect pictures of people that may represent those of authority in the home, school or community. Cut them out and mount them on pieces of oak tag labeled with the role each individual plays in society. (ex. principal, teacher, mailman, doctor, mayor, babysitter or parent.) Discuss the labels you may have given each cutout to be sure the students understand what each means. Have the students decorate three shoe boxes. Label one with the word HOME, another with the word SCHOOL, and the last with the word COMMUNITY. Ask the students to put the pictures of each person in the appropriate box to show where these people have roles of responsibility.

5. To help students to think about the responsibilities people have to society, divide the class into five cooperative groups. Assign each group two different members of society to discuss. This might be done by writing the choices on popsicle sticks for the students to choose. Suggested choices could include: president, principal, teacher, school nurse, superintendent, mayor, police chief, fire chief, detective in charge of vandalism, the head of the local park and recreation committee. Provide each group with two pieces of chart paper to record their responses to the following questions: *What are three responsibilities this person has? What may be one of the biggest problems this person must face? What may be some solutions to this problem? Are there any changes you may consider making in this role?*

6. Design a graffiti poster for the classroom wall. Title it **HOW TO RESPECT OR IMPROVE OUR CLASSROOM AND SCHOOL.** Provide students with a variety of colored chalk, colorful markers and paints. Discuss the responsibility each person has in making the school environment the best it can be. Encourage students to draw pictures or write ideas and suggestions they have to achieve this goal.

**Further Exploration**

Discuss the responsibilities each of us has within society. Have students meet in small cooperative groups to brainstorm their ideas. Provide each student with a small chart titled **WHAT ARE YOU RESPONSIBLE FOR?** Under the title, have three different categories for the student to record what responsibilities they may have in each situation.

WHAT ARE YOU RESPONSIBLE FOR?

| SCHOOL | HOME | COMMUNITY |
|---|---|---|

**Connections**

Relate this unit to Workplace Readiness Standard 4 on self-management. Students learn to work cooperatively with others, to evaluate their own actions and accomplishments and to accept criticism.

**Resources**

Coleman, W. A New True Book, The Bill of Rights, Childrens' Press, 1987.
Commager, Henry. The Great Constitution. Bobbs-Merrill, 1961.
Cooke, Donald. America's Great Document: the Constitution. Hammond, Inc., 1959.
Fritz, Jean. And Then What Happened, Paul Revere? Coward-McCann, 1973.
Fritz, Jean. Can't You Make Them Behave, King George? Coward-McCann, 1977.
Fritz, Jean. George Washington's Breakfast. Coward-McCann, 1969.
Fritz, Jean. Shh! We're Writing the Constitution. Putnam, 1987.
Fritz, Jean. What's the Big Idea, Ben Franklin? Putnam, 1982.
Fritz, Jean. Will You Sign Here, John Hancock? Coward-McCann, 1976.
Livingston, Myra Cohn. Celebrations. Holiday House, 1985.
Morris, Richard. The First Book of the Constitutions. New York, NY. Four Winds Co., 1970.
Prolman, M. The Story of the Constitution. Chicago, Ill., Childrens' Press, 1969.
Suess, Dr. The Cat in the Hat. New York, NY, Random House, 1957.
Suess, Dr. Yertle the Turtle, New York, NY, Random House,
Turner, Ann. Dust for Dinner. Harper Collins, 1995.
Wilder, Laura Ingalls. The Long Winter. Harper Trophy, 1940.

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 3: Assess information about a public issue.**

Students begin at grade 4 to review public issues in a general way. At this level they can attempt to look at some local issues that they can gather some information about such as school regulations, public expenditures for such things as football stadiums and so forth.

**Grade Level 4**

# Brainstorming

### Overview

It is important that students' innate creativity be encouraged from the early grades. An important idea from the workplace is brainstorming, a technique of group thinking which involves the maximum amount of open-mindedness and restriction on negative responses to the ideas of others in the group. Brainstorming involves the group suggesting solutions to a problem in a context in which each suggestion is accepted without criticism or debate as the first step.

### Activity

Explain the rules of brainstorming to the class. Then pose a problem for them related to the immediate classroom, the school or the community. Appoint a recorder to keep a record of the responses on chart paper. Students should be encourage to respond spontaneously with the understanding that there is to be no negative feedback about anyone's suggestion. Good problems for this activity are:

Classroom rules for good behavior
Improving our neighborhood
Ideas for helping people
Possible homework assignments

When the brainstorming session is over, have the class review the responses and begin to combine those that are similar. This is an activity that can be done repeatedly throughout the grades to enhance creativity and to teach self-management skills and impulse control to pupils.

### Further Exploration

The second step in brainstorming involves looking at the results of the first step and beginning to aggregate them into common topics. Students learn about analyzing data by doing this.

### Connections

Relate this unit to Workplace Readiness Standard 4, Indicator 12 on interpreting and analyzing data to draw conclusions.

**Resources**

Parnes, Sidney. Creativity Workbook. New York: Knopf. 1966.

Continental Press, Tables & Graphs, Books AA to D. 1995.

Spencer, Lyle M. and Signe Spencer. Competence at Work. New York: Wiley. 1993. *A good overview of workplace skills based on the work of McClelland on achievement motivation.*

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 4. Give examples of the impact of government policy on their lives.**

Government policy affects everyone in one way or another. Students are in school because the law requires it. Students learn that government policy can be very positive as in a free, public school education or that it can be not so positive as in taxes and parking tickets. Students learn that we need some kind of government to keep order and to insure fairness.

**Grade Level K-4**

# Government Policy

### Overview

This indicator deals with the effects that government policies may have on the life of the individual, the student or his family, friends or community. A government policy may be a law, an executive order from the President or the Governor, an action of the Mayor or City Council. It may be a major policy like a change in the way we are taxed, or a decision to declare war. It may be a minor policy issue like the decision to increase the basic rate for a postage stamp or to have a federally mandated speed limit on all highways. How does the decision effect what we do every day?

Through the vivid performances of a recruiting officer, hospital worker, loyalist, loyalist prisoner's wife, children see ordinary eighteenth century people in extraordinary circumstances. A musket is fired, the smell and smoke evoke a battlefield. The three-sided bayonet gives a wound that will not easily heal, a straw mattress is scratchy, the blanket is torn. Loyalty to your king or loyalty to deeper principles? What are these principles? Law and order or suspension of law and order for the securing of "rights." These questions will present themselves to the students just as they presented themselves to the colonists. The answers lie in the Constitution and Bill of Rights as teachers will show in the post-visit classroom.

### Activity

By enlisting in the Continental army, students make a conscious decision to support the principles espoused in the Declaration of Independence. Although the Constitution had not yet been written in 1777, many of the principles it would later contain are brought to light in the crisis of revolution. From the Loyalist point of view, the security of British common law and its espousal of free speech and choice provide a safer alternative than the insecurities of the "rebel" government. A new appreciation and understanding for the future Constitution and Bill of Rights is developed. The Declaration of Independence is referenced several times and students are challenged to understand the implications of the document from the point of view of its time. Jefferson's comments about "foreign mercenaries," for example, take on a new light when students are asked to consider how they would like foreign soldiers occupying their homes and learn "first-hand" what it was like.

Probably at no time in our history did the government have a more direct impact on the lives of its citizens than during the revolution. Weaknesses of the Articles of Confederation are made glaringly apparent setting the stage for the Constitution several years later.

While Loyalists were considered "traitors," from their point of view, it was the "rebels" who were engaged in treason. High school classes in particular are forced to examine not only the issues surrounding the revolution, but the validity of different points of view.

**Further Exploration**

(under development)

**Connections**

Link this unit to the Workplace Readiness Standards regarding critical thinking and self-management.

**Resources**

(under development)

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 5: Identify key documents which represent democratic principles and beliefs, such as the Declaration of Independence, the United States Constitution, the Bill of Rights, the New Jersey Constitution, and the Pledge of Allegiance.**

This indicator focuses on the student's knowledge of the major documents in our history which are the foundation of our government.

**Grade Levels K-4**

# Old Glory

### Overview

Students are most familiar with the Pledge of Allegiance since it has started their school day from the very beginning. Do they understand its significance? It is important that they have an idea of what the words mean and why it is something that is repeated in schools throughout our nation every day.

### Activities

1. Research the history of the Pledge of Allegiance. Discuss why this was first written and what kind of purpose it provided for citizens. Be sure they know what the pledge means and the significance of making a pledge or promise. Ask students to name other pledges they may have said or heard said, such as the Boy Scout or Girl Scout oaths. They may work to create new pledges as, for example, to New Jersey, to their community, to the school, to the class, to their family or perhaps to a best friend.

2. The word "indivisible" is probably unfamiliar to most students. Look up its definition, and discuss ways that a country could be divided. Research the American Civil War. Discuss how the country was almost divided. Have students create a map depicting the two separate countries that may have formed if the Confederacy had won the war. The stripes on our country's flag represent the 13 original colonies. Since a colony is ultimately governed by its mother country, the Americans wanting to break away from this control, needed to make a stand. The result was the Declaration of Independence. Students need to understand what it means to declare something and the new responsibilities that being independent entails.

3. Have students create a list of all of the things that are provided for them by parents or other family members. Write these on the chalk board. Next, ask them which of the items on the list they could supply themselves if they were to be independent. Discuss how much independence costs in terms of loss of assistance, guidance and protection.

4. After researching some of the factors that led to the writing of the Declaration of Independence, invite students to role play a debate between a patriot and a loyalist living just prior to the American Revolution. Encourage them to state reasons why or why not independence from Great Britain was a good idea.

5. The Constitution of the United States if the written statement of basic principles and rules of government for our country. After the 13 colonies declared themselves free in 1776 and won freedom in the American Revolution (1775-1781), our founding fathers had the awesome task of creating a document that would be the basis of the new independent government. Discuss what a rule is. Divide the class up into cooperative groups. Each group of students will draw, or cut out pictures from magazines, of people following rules. Each group should focus rules being followed within different settings, such as at home, in school, while driving a car, or playing games.

**Further Exploration**

Tell the students that they are going to a new planet. Brainstorm characteristics and natural resources that they will find. They will take along with them things that they will need to establish a settlement there. Not long after arriving, they will need to write a constitution so that the citizens of this planet will know how they will be governed. Since it took many years to travel to this new land, the astronauts were frozen and the spaceship was programmed for automatic pilot. When defrosted, they had no recollection of their past lives and the rules and system of government from their homeland. Encourage students to use their imaginations to think of the issues they may need to face in order to establish this government.

**Connections**

There are many of linkages here to standards in arts, language arts literacy, workplace readiness and other social studies standards. The systems-thinking approach means that the teacher is aware of these connections and teaches to them.

**Resources:**

(under development)

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 6: Identify symbols of American principles and beliefs, such as the flag and the bindfolded Statue of Justice and the Statue of Liberty.**

The introduction to the standards states that, "Social studies education promotes loyalty and love of country and prepares students to participate intelligently in public affairs." Thus, there is a connection between teaching students about important symbols such as the flag and the Statue of Liberty. Each of these is significant in American history as a national symbol. The flag or Stars and Stripes symbolizes the unity of fifty states and of the nation which is so important in this age in which the broad consensus is often challenged. The Statue of Liberty, of course, symbolizes the open door of to a nation of immigrants.

**Grade Levels K-4**

## Patriotism and Love of Country

### Overview

Students should be given an opportunity to become familiar with those things in our culture that are considered to be symbols and signs of being American. This should begin in kindergarten and should continue until graduation from high school. The daily Pledge of Allegiance should be studied by children and should be the subject of several lessons. Although students have likely all seen and pledged to our nation's flag, seen or participated in parades and can recognize decorations and pictures that represent the United States, it is important that they be exposed to what these symbolize regarding American principles and beliefs.

### Activities

1. Students are placed in small cooperative groups. Each group is given an American flag or a life-like picture of one. They are asked to describe its physical characteristics as accurately as possible. Attention should be given to measurement, colors, shapes, design, etc. Discussion and sharing should follow so that all groups have a chance to participate. This can be linked to Language Arts Literacy Standard 3.5, Indicator 1 in which students "articulate information conveyed by symbols." This is a valuable speaking and writing activity as students learn to describe orally and in writing what they see.

2. The class will do research involving the history of the flag and how it has changed over the years. Have students draw flags of the past and label them with the dates in which they were adopted. Relate this to Visual and Performing Arts Standard 1.3, Indicator 1 to "apply elements and media common to the arts to produce a work of art." Students choose the medium to create replicas of the flag with paper, paint, clay, other materials, to prepare collages based on the various versions of the flag from the original thirteen stars and stripes to

the present version. Students also use the colors red, white and blue to create other flags or to create new kinds of figures, designs, diagrams.

3. Students learn more about the history of the flag and the people involved with the flag throughout our history. These could include the following examples: the Committee of Congress which in 1777 passed a resolution directing that the flag of the United States contain thirteen stripes and thirteen stars; President Monroe's signing of the Flag Act of 1818; the stars and bars of the Confederacy and its significance today which is much debated in the South. There is a lot of American history wrapped up in Old Glory.

4. Students discuss what each symbol, color and design of the flag represents: stars for states, bars for thirteen original colonies; suggested significance of colors (red: blood, courage sacrifice, zeal; white: purity, cleanliness, peace, hope; blue: loyalty, freedom, justice truth).

5. Students bring in pictures of other flags that may represent another country, a state or event. Discuss possible reasons for the various designs and colors used.

6. Students create their own flag representing either themselves, their class, their family, or other club or group. Attention should be given to designs and colors that will signify characteristics of the person or group. Students will then have an opportunity to display and explain the flag and its significance. This explanation will be in the form of a five-minute presentation to the class (Language Arts Literacy Standard 3.1, Indicator 8.)

7. Provide the students with the words to ***The Star Spangled Banner***. Research the War of 1812 and particularly the battle at Fort McHenry. Discuss what Francis Scott Key may have been referring to in the lyrics and how this song represents the people and the spirit of our country.

8. Have class do some library research to gather a collection of patriotic songs. Discuss each set of lyrics to determine how they may relate to characteristics or historical events of our country. Invite the students to come to school dressed in a costume that represents the United States and what it stands for.

9. Explain the idea of patriotism, love of one's own country to the class. Use a dictionary to define the word *patriotic*. Ask students to list ways that people may show patriotism. Discuss patriotic holidays, such as those on which citizens may display an American flag or hold a parade especially Flag Day and July 4th. (Note: Students should be told what we are celebrating on July 4th, the day on which the Continental Congress declared the U.S. a free and independent country.

10. Students invent their own patriotic holiday (ex. "Liberty Bell Day", "Love Your Country Day"). Let them name it, decorate the classroom in a patriotic theme, and participate in their own parade.

**Further Exploration**

Students research the story of the patriotic statues: Justice and Liberty. How did they originate ? What do they stand for ? What is the connection between the Statue of Liberty and immigration, Ellis Island and so on ? Students research their own families to discover relatives who came to America through Ellis Island.

**Connections**

The connections to language arts and visual arts have been made above. Students view the various American flags and the historic status as aesthetic products.

**Resources**

Sedeen, Margaret. Star-Spangled Banner: Our Nation and Its Flag. Washington, D.C.: National Geographic Society, 1993.

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 7: Examine the origins and continuing application of key principles embodied in the United States Constitution.**

The key principles of the constitution can be listed as: separation of powers, bicameral legislature, election of the president and members of congress, powers specifically granted to the federal government and those accruing to the states, the judicial system, and the first ten amendments know as the Bill of Rights. This is, of course, a matter of constant review and reinterpretation as to the "key principals." The courts and the scholars will often disagree amongst themselves. The student will learn that the interpretation of the meaning of the Constitutional language is a matter discerning the "original intent" of the Founders or of the modern application.

**Grade Levels 5-8**

# Balance of Powers

### Overview (Scenario)

Mr. Olvidad's fifth grade had previously studied various aspects of the Constitution beginning in the first grade at the James Madison Middle School. They had learned about the Constitutional Convention and that there had been a debate about the Articles of Confederation and how much power to give the new central government. They had also studied certain basic aspects of the American system of government, specifically the concept of separation of powers. They knew that this meant that neither of the three branches of government could take over the power and authority of the other two although some had tried to do so in the past. In completing the activity described below, they will become aware of the powers inherent in each branch of government: the legislature which creates the laws; the executive which enforces the laws; and the judiciary which interprets the laws. The following activity is an opportunity to explore such relationships in a meaningful and relevant fashion wherein the powers of the Board of Education, the district superintendent and the building principal are compared to those of the three branches of government.

### Activity

*The following vignette introduces this activity:*

James Madison Middle School has been experiencing a problem common to many schools today. Its students favor the use of backpacks in order to carry their books and supplies. However, these backpacks have created somewhat of a difficult situation. Students and staff have been hit, mostly by accident, with bulging backpacks. The backpacks can clog the aisles, thereby creating another difficulty. As a result, the Board of Education created a regulation which barred bringing backpacks to school. Punishments were attached to the order. They ranged from a warning (first offense), to a detention (second offense), to a suspension (third offense).

One of the backpackers, Jim Taylor, feels that this regulation is out of line. He needs his backpack in order to carry the many tools he needs to maintain his position as an honor student. He notes that he has never hurt, nor hit, anybody in school with the backpack. He and his parents are of the opinion that the Board of Education has overreacted to the situation. Contesting the regulation, he continues to bring the backpack to school. The first time resulted in a warning, after a teacher turned him in to Mr. Starr, the school's principal. Believing in his cause, Jim continues to carry the backpack, and receives a detention, followed by a suspension. The parents appealed Mr. Starr's actions to the district superintendent, Mrs. Lombardi. Upon review of the facts, the superintendent upheld the punishment as valid. Upon consultation with an attorney, the Taylors brought their case to court.

### Questions to be Explored

1. After examining the powers of each of the three branches of government, who maintains a similar power within the school environment? In what ways are these similar to, or different from, the government's power?

2. What powers and limits are maintained by each of the characters in the scenario? Why is it important that each character has a power? Why is it necessary, in a democracy, that these powers are both divided and limited? On the other hand, what danger might there be in imposing too many limits?

3. What protections does Jim have in his dilemma? Are there limits to his actions, and to his protections?

4. Compare school rules and its environment to general society and democratic government. Apply concepts learned in Jim's case to real situations that are experienced in government and society.

5. Debate the school rule. Comment on the decision making process and its appropriateness.

### Further Exploration

After participating in this activity, students should be encouraged to uncover real life situations which illustrate how government powers have been separated into various sources. The concepts of impeachment, judicial review, and civil rights can be illuminated by such study. In addition, research into, and discussion of, students rights might ensue.

Students can study some aspects of their local government. They can find answers to the following questions: Does our town have a Mayor, or chief executive officer? What is his/her title? What is our town's legislature called? What are the local courts called? By writing to the local government office of City Hall, they can receive information about these issues which the class can then review.

### Connections

This activity will introduce students to the concept that rights are not absolute (Standard 6.1.8) nor are the powers of any individual. Students will see the relevance of basic concepts of governance (Standard 6.1.11) to our lives. The interrelated roles of family, society, and government (Standard 6.4.7) can also be related to this activity. By using this school situation, students will understand how their lives are impacted by other individuals and institutions as studied under Standard 6.5.8.

**Resources**

Mr. Brooks, Member of Congress. "The Constitution of the United States of America, As Amended", Document No. 102-188. Washington, DC: U. S. Government Printing Office.

Smith, Joseph (ed). The American Constitution: The First 200 Years, 1787-1987. Exeter Studies in History: University of Exeter, UK. 1987

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 8: Identify and interpret the balance between the rights and the responsibilities of citizens.**

Students learn that as American citizens they certain inalienable rights which are established by the constitution. They also learn that these rghts entail responsibilities as covered in earlier grades. Here they take a more incisive look at this notion.

**Grade Levels 5-8**

# The Bill of Rights

## Overview

From the beginning Americans have been concerned about their rights. Before we fought our revolution we accused the British of violating our rights. After writing our Constitution the founders added a bill of Rights to ease the fears that states had about this new powerful Federal Government. The history of the Bill of Rights is the history of the evolution of our thinking about rights, what rights we have, why they are important, and how they were extended to people denied them in the past.

## Activity

Students will be given a copy of the first amendment. Upon reading the amendment the students will list the rights guaranteed. Students and teacher can compile the list together on the overhead or the board.

Students will be broken into five groups, each group to research a specific right. Such as, freedom of the press. The teacher can do some library research (e.g. Supreme Court Reporter, Rutgers Law Review) finding Supreme Court cases dealing with this topic. Instruct students in the basics of writing a legal brief (on a simplifed level,). Students then attempt to write briefs of the selected cases. The format can be developed by the social studies and language art teacher. After researching cases the groups will develop their own related to the specific right that they have researched. Students can then role play some of these in a moot-court setting as is done in law schools. For each case, roles may include the judge, attorneys for both sides, witnesses, plaintiffs and defendants. .

## Further Exploration

(under development)

## Connections

Relate this activity to Workplace Readiness Standard 4, Indicator 12 on interpreting and analyzing data to draw conclusions.

This activity can also be connected to indicator seven. In the course of discussion and activities, students can examine the evolution of the Bill of Rights. In the "trial" activities, students will examine past cases connected since students will be examining different points of view about current issues that concern their rights.

**Resources**

Baker, Dr. Dorothy Engan-Baker, the League of Women Voters of Minnesota Education Fund. We the People - Skills for Democracy, St. Paul, Minn. 1994.
Burns, James MacGregor, Government by the People, National Version, Prentice Hall 1995.

Friedrich, Linda D., Discovering our Fundamental Freedoms: the Bill of Rights in the Early and Middle Grades, Paths/Prism, Philadelphia, Pa. 19103

Pincus, Debbie, and Richard Ward, Citizenship.Learning to live as Responsible Citizens. Good Apple, 1204 Buchanan St. Box 299, Carthage, Ill. 62321-0299

With Liberty and Justice for All, the Story of the Bill of Rights. Center for Civic Education by U.S. Department of Education - 5146 Douglas Fir Road, Calabasas, Calif. 91302. 1991

Selected Supreme Court Cases:
Hazlewood School District v. Kuhlmeir S.Ct. 1988
Tinker v. Des Moines School District S. Ct. 1969
Zorach v. Clauson S. Ct. 1952
School District of Abington Township v. Schempp S. Ct 1963
Bethel School District No. 403 v. Fraser S. Ct. 1986
Wisconsin v. Yoder S. Ct. 1972

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 9: Locate, access, analyze, organize and apply information about public issues, recognizing and explaining multiple points of view.**

This is a more advanced level of examining public issues. The new element is that students now begin to look at the varying viewpoints that must be considered in the making of government policy.

**Grade Levels 5-8**

# The Budget-Making Process

### Overview

The process by which budgets are made is similar at local, state and federal levels. Students learn about the components of a budget, and to see how the making of a personal or household budget is a similar process in which various parties bring different priorities to the table and engage in a process or reconciliation.

### Activity

1. Students can be divided into cooperative learning groups in order to research and investigate the various spending programs included in a budget at any level. Specifically, students can investigate elements of a household budget, a school or school district budget, and a government budget.
2. Students develop a budget for the city or town government which includes funding for transportation education, city services, police and fire, and general welfare. Students come to realize that budgetary policy must be constructed through the collective, and often opposing viewpoints of many stakeholders.
3. The class may be divided again into cooperative learning groups wit group representing a different special interest. Students are then asked to create a city budget that can be agreed upon by the entire group. Students will come to realize how difficult it is for City Council (or Congress) to enact an annual budget when so many diverse special interests must be considered.

### Further Exploration

Students can assess tax policy by addressing the various types of city and state taxes, especially sales and income taxes, enacted by Council. Students are again divided into cooperative learning groups and each group is assigned a specific tax. Students are to research the tax, assess the pros and cons of the tax, the various special interests that favor and/or oppose the tax and the reasons for their opinions, how much revenue is actually raised by the tax, and then present a recommendation to the entire class on how and/or if the tax should be reformed. Students must also address the consequences of their recommended reform on spending.

**Connections**

The linkage here is to mathematics standards 4.2 and 4.4 in which students develop the ability to reason mathematically and to communicate mathematically orally and in writing.

**Resources**

The Budget of the United States of America. An annual publication available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 10: Analyze the functions of the executive, judicial and legislative branches of government.**

Students have already learned about the branches of government and the respective powers of each as well as the concept of the balancing of these. Here they look with more detail into the functions and interactions of the three branches at the local, state and federal levels.

**Grades 5-8**

# Three Branches of Our Government

## Overview

In the 1930s the United States was encountering an economic problem of epic proportions. President Hoover did not come up with a solution, and Franklin Roosevelt was elected on a platform of "relief, recovery, and reform." The Congress supported his New Deal, but the Supreme Court put a halt to this progress when they declared certain actions to be unconstitutional. That same Constitution, however, decreed that each of the three branches have separate responsibilities with regard to law in American society. Students will be challenged to discover the application of this theory through an investigation of three cases which the Court resolved on "Black Monday," May 27, 1935.

## Activity

Students should research each of the three aforementioned cases. *Louisville Bank v. Radford* dealt with the constitutionality of the Frazier-Lemke Farm Act, and decided that Congress did not have loan forgiving powers. *Humphrey's Executor v. United States.* denied the president a power to remove an administrative appointee. *Schechter Poultry. Corp. v. United States* ruled that there was an excessive grant of power to the executive branch by the legislative. To combat this obstruction, Roosevelt proposed his "Court Packing" scheme, which intended to create a less antagonistic court.

Divide the class into five interest groups: *the Judiciary, Executive, Legislative, pro-FDR newspaper, and anti-FDR newspaper.* Each group shall, upon sufficient research, summarize and justify the decisions that each would make in this controversy. Included in this investigation would be a look into how each group would respond to the concept and application of the "Court Packing." This assignment can be done in debate format. The writing component of the assignment might employ means of persuasive argument. Students might also explore these controversies through artwork, cartoons, and bulletin boards. Utilize each case to concentrate on the differences in philosophy which existed at the time with regard to the structure and performance of government.

After presenting their role playing views, students may be asked to consider their actual opinions. Was there legitimacy in the "Court Packing" plan? What should be the nature of separate powers in a democratic government? Why was it said that one man, Justice Owen Roberts, had the power to frustrate the will of a majority of the country and the government? Was it a valid presumption? How did "White Monday," in 1937, evolve to the point that the court was now a staunch supporter of Roosevelt?

## Further Exploration

This activity could serve as a springboard into other areas of study. These could include exploration of other controversies in the separation of power, such as the events surrounding Watergate and Richard Nixon, the line item veto, and the impeachment of Andrew Johnson. Theories developed in this activity could be extended to similar theories of the sharing of power in the local community and the school environment.

## Connections

Link to Standard 6.1, Indicator 10 as students see how the great depression of 1939 provided challenges on how best to promote the general welfare and to see the interrelation between individual and government. Students will be encouraged to compare and contrast attitudes and policies of this era with the prevalent views of today. By role playing this controversy, students will appreciate how different individuals and groups affected this decision. Further, the debate between the conservative Court and its antithesis in the other two branches offers an opportunity to uncover ideas related to change. Finally, under Standard 6.6, Indicator 14, the failures of the American economy that led to the Depression may be investigated.

## Resources

Bailey, Thomas A. and David Kennedy. The American Pageant. D.C. Heath, 1994.
Isaak, Robert. American Political Thinking. Harcourt, Brace, 1994.
*Humphrey's Executor v. United States.* 295 U.S. 602 (1935).
*Louisville Joint Stock Land Bank v. Radford.* 295 U.S. 555 (1935)
McClenaghan William A. Magruder's American Government. Prentice Hall, 1997
*Schechter Poultry Corporation v. United States.* 295 U.S. 495 (1935).

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIPAND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 11: Apply knowledge of governmental structure and process to school, town, and community life.**

Students have learned about the organization and functions of the three branches of the federal government,, the bicameral legislature, the balance of powers, and the interaction of these at the federal level. This knowledge can now be applied to government activity at the local level.

**Grade Levels 5-8**

# The Rule of Law

## Overview

Students will examine the need for rules, laws in a society. What laws are necessary and why? How much structure is required in developing a society of laws? The development of our constitution will be examined as an evolutionary process.

By assessing student created laws, comparison can be made with the basic principles of our own Constitution. Using the Preamble to the Constitution as the framework, students will analyze its components and attempt to identify its key principles. Through this examination students will assess current issues and decide whether basic principles are involved. Are these principles being utilized in constructing public policy?

During this course of study students will discuss the role of each branch of government in developing public policy. Finally students themselves will develop a course of action which will enable them to play a significant role in public policy at a local, state, or national level.

## Activities

1. In examining law and the need for laws, students will look at the concept of majority rule, the protection of minorities from the majority and the converse. What is "the tyranny of the majority?" Students will examine need for laws in the following situation:

   Divide the class into several small groups of 3 or 4. Inform the students that they are to role play a group of travelers who have been shipwrecked and are stranded on a desert island. Each group is to pick a leader and a recorder to make a record of decisions made either by the leader or the group. Tell the students-groups that each is to write 5 laws governing behavior, governance, or whatever they think is necessary. At the conclusion of the writing session, recorders share their work with the class for review and comment. As a class, develop a consensus on the best laws from all groups.

Students should then examine some basic questions: Should laws be written down? Will formal government structure be necessary? If so, wt type? (Examine the forms of government: monarchy, aristocracy, dictatorship, democracy). Students will then re-examine the evolution of our constitution. The teacher can provide some photocopies of selections from the debates on the size and scope of government at the Constitutional Convention of 1787, or with excerpts from the Federalist Papers What are the basic principles? Were there any similarities between the basic principles and student created laws?

At this point, make copies of the Preamble to the constitution and distribute them. This is an excellent concluding activity for this unit. Students thus examine principles of a constitutional democracy with this record of what the framers wanted our constitution to do. They can then re-evaluation their work in this unit against this standard:

| Preamble | Basic Idea |
|---|---|
| We the people | consent of the governed |
| To from a more perfect union | people committed to a common cause-good |
| Establish justice-rule of law | rule of law |
| Insure domestic tranquillity | public or common good |
| Secure the blessings of liberty | freedom |
| to ourselves and our posterity. | Permanence of form |

Students will use these six principles of constitutional government to evaluate the quality of the laws which they have developed.

2. Students are required to bring into class a newspaper or magazine or tape from television news elating to the above principles. Class will discuss and relate material brought into class.

Teacher will conduct debates with students to examine public issues as they relate to basic constitutional principles. Suggested examples include: welfare, funding of public education, balanced budget, the "right" to die, term limits for Congress, campaign finance reform, or other issues you or the students may wish to discuss.

Conduct student debates with individuals or teams. Create or develop with the class a rating sheet to judge the performance of debaters. Teacher could use any other format, point counterpoint etc. Debates can also encourage simulations of public hearings. At these simulated public hearings issues and there impact on various groups can be portrayed. For example: *when industry into an area, does it create a public good, or public detriment? Under what circumstances do both judgments apply*?

Students will be required to research their group's position on the issue, so their testimony will be accurate and informative. Their research will look into the nature of citizen involvement. Why are they involved? How are they involved? What resources are needed? Students will examine what role government plays in the issues raised above: In regard to the three branches of government - legislative, executive and judicial - examine the role played by each at the federal, state, and local levels. As part of this activity get speakers from various levels to speak to the students if possible. Students will prepare questions depending on the guest. Students will write local, state and national representatives and ask them to attend question and answer sessions. If technology is available in the school., then a teleconference may be arranged.

For the culminating activity students will work as individuals, or in small groups, to influence specific public policy, to achieve some public good. This may be on any level applicable, the school community, local community, state level, or national level.

### Further Exploration

Students will examine situations where there is a conflict of interest among groups in the community interested in the development or implementation of a specific policy whether in regard to business, community life, or political activity. After an issue or issues are raised, what policy will be created? Who is involved? Who are the groups and what are the diverse interests which cause conflict?

### Connections

Link this activity to Indicator 9 as follows: How do interest-group conflicts which play out I public forums get translated into action by various government bodies? How is the conflict resolved on the local level resulting in ordinances, on the state and federal levels in law and policy.

### Resources

Baker, Dr. Dorothy Engan-Baker,. *We The People - Skills for Democracy*. The League of Women Voters of Minnesota Education Fund, *St. Paul, Minn. 1994.*

Winter, Herbert R. and Thomas J. Bellows. People and Politics: An Introduction to Political Science. New York: Macmillan, 1986.

Pincus, Debbie and Richard Ward, Citizenship. Learning to Live as Responsible Citizens. Good Apple, 1204 Buchanan St., Box 299, Carthage Il. 62321-0299

The Center. With Liberty and Justice for All, the Story of the Bill of Rights. Center for Civic Education, Funded by U.S. Department of Education - 5146 Douglas Fir Road, Calabasas, Calif. 91302. 1991

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 12: Explain the origins and interpret the continuing influence of key principles embodied in the United States Constitution.**

The origins of the Constitution refer primarily to the philosophical and legal sources of the major ideas therein. Certainly the work of Montesquieu and Locke were influential, although some scholars have argued that Locke was not well-known in America at the time of the Second Continental Congress. The key principles of the Constitution usually include separation of powers, bicameral legislature, election of the President, interstate "full faith and credit," amendment and ratification, and others. Their application continues because succeeding generations have interpreted various aspects differently and because there is a continuing need to test new law as to its constitutionality.

**Grade Level(s): 9-12**

## FEDERALIST - ANTI-FEDERALIST DEBATE

### Overview

The study of the Federalist-Anti-Federalist debates teaches students that there was considerable debate among the American founders about the form that the government of the new nation should take and that, while some were in favor of more democratic government, some were skeptical about giving too much power to the people. Students learn that there was both sentiment for the new constitution and opposition to it. It should be pointed out that the Articles of Confederation provided for a loose confederation of colonies with no strong central government. Students come to understand the arguments for and against the building of a strong central government. These exercises seek to show the founders as human beings and fellow citizens - citizens who created a political document that reflects both their strengths and weaknesses. This understanding allows students to examine the Constitution as a document that reflects both the best and worst of our national character.

Equally important, these activities teach students that the Constitution was a product of *deliberation* and *public debate.* In studying the Federalist-Anti-Federalist debates, students will come to understand that our system of government was the product of extensive consideration, debate and disagreement among reasonable men; that there was compromise and loss. With this in mind, the debate over the inclusion of the Bill of Rights will allow students to gain a better understanding of how political disagreement and conflict can be (and have been) necessary and productive forces in democratic society.

Through understanding the Federalist-Anti-Federalist debates, students will be able to see how the issues debated over two hundred years ago continue to resonate in current political discourse with the continuing issues of states' rights versus the power of the federal government.

### Activities:

Students will read important segments of *The Federalist* (including Federalist #10, 14, 15, 51, and 84) and significant writings of the Anti-Federalists (Letters from the American Farmer, Letters of Agrippa, Patrick Henry's Speech Against the Proposed Constitution). Students will then be divided into two groups (Federalists and Anti-Federalists ) in order to debate a number of central issues arising out of the Constitutional Congress.

1. Students will debate whether the federal constitution of 1787 should include a Bill of Rights. Students will write short opinion pieces in the style of *The Federalist*, defending or opposing the idea of a Bill of Rights.
2. Students will write short opinion pieces either defending or opposing the Anti-Federalist view about the size of the federal government.
3. Students will write an essay either supporting or opposing the argument that a small, homogenous country is the best place for the democratic-republic form of government (as Montesquieu held) and the best guarantee of a stable government.
4. Students form two project-groups and use desk-top publishing software to create two newspapers - the Federalist Voice and the Anti-Federalist Clarion. These would be used to explain the two opposing positions and to compile the essays of both sides generated by activities 2 and 3 above. Besides opinion pieces, students could also draw Anti-Federalist and Federalist political cartoons and crossword puzzles to put in the newspapers as well. Students could then read each others work and finish this section of the unit with a class debate between the two groups.
5. Students engage in a simulated Constitutional Convention in the year 2000 in which they are to be the modern-day founders of a new democratic government in the 21st century. After studying what happened at the first Constitutional Convention of 1787, students must write and give opening speeches to the new Constitutional Convention based on one of the following themes:

   "Learning from the Past: Why we should keep the Constitution and the Bill of Rights the way they are"

   "Breaking New Ground: Why we need a new Constitution and a new Bill of Rights."

   As part of this activity, students could also go into more detail by forming groups and writing a New Bill of Rights for the 21st Century. Students could debate the idea of creating new rights such as the right to an education, a right to health care, housing, etc. Students would have to discuss the ramifications of adding or subtracting from the original Bill of Rights.

**Further Exploration:**

When students have completed their study of the Federalist-Anti-Federalist debates, they should have a strong understanding of the following:

**Size of government:** Students should be able to discuss the idea of size of the federal government (scope of authority and responsibility, geographic extent) and how it influenced Federalist and Anti-Federalist thought. Why did the Anti-Federalists believe that the essential business of government should be done through the states? In the Anti-Federalist view, the question of size was central to questions of federalism. Anti-Federalists believed in the inherent connection between the states and preservation of individual liberty. According to the Anti-Federalists, a free, republican government could only extend over a relatively small territory. Anti-Federalists (following the political theory of Aristotle, Montesquieu, Rousseau, and others) believed that the preconditions of a republican citizenry were: a small, homogenous population; an economy where citizens were basically equal in wealth; and virtuous, public-minded citizens. In a republic, the manners, sentiments and interests of the people should be similar. If not, there will be constant clashing of opinions. The Anti-Federalists saw the *state* as the most legitimate unit of government. The Federalists viewed the *individual* as the most legitimate unit. The Federalists argued that republicanism linked to representative democracy could be applied to a large, diverse, and apolitical citizenry. They held that this large and diverse citizenry would avoid the problem of factions since no group of citizens would be able to infringe on the rights of another group.

**Civic Education:** Students should be able to discuss how the Federalists and the Anti-Federalists viewed civic education. The Federalists said the problem with the Anti-Federalists was that they saw civil society as a teacher, molder of character, rather than a regulator of conduct. Federalists felt that men act from passions and interests and that the Constitution should be designed to try and stifle or transform these motives but should instead try to channel them in the direction of the public good. Students should be able to discuss how these different views of citizenship affect our practice of politics.

**Representation:** Students will understand the differences between Federalists and Anti-Federalists regarding electoral representation. Anti-Federalists felt that letting people vote was not enough to make citizens feel attached to the federal government. For the Anti-Federalists, representation was a "necessary evil" since direct democracy was impossible. For them, representation is a substitute for the assembly of all citizens, and should strive to be as much like the whole body politic as possible. For the Federalists, representation was not a necessary evil but an opportunity. Representation makes the large republic possible. Participation here is not about education, it is about proper management of the body politic.

Federalists supported the idea of a "natural aristocracy" in which the best, most civically literate and virtuous should rule. By contrast, the Anti-Federalist saw the best representation coming from yeoman farmers and other members of the "middling classes." According to the Anti-Federalists, the interests of the "middling classes" was closer to the general good.

**Democracy and Disagreement:** Students should end this unit with a better understanding of how political disagreement and conflict are often necessary and productive forces in democratic society. Students should understand the passage of the Bill of Rights as an example of such productive disagreement. Link this with Workplace Readiness Standards 3 and 4 regarding awareness and management of one's own thinking, and cooperation with others who may disagree with your views. This is an important skill for students of all ages.

**Selected Bibliography For Teachers:**

Arendt, Hannah. *On Revolution.* New York: Penguin Books Ltd, 1985.

Bailyn, Bernard. *The Ideological Origins of the American Revolution.* Cambridge: Harvard University Press, 1967.

Mason, Alpheus Thomas. *The States Rights Debate: Antifedralism and the Constitution.*

Meyers, Marvin. *The Mind of the Founder: Sources of the Political Thought of James Madison.* Hanover: University Press of New England, 1981.

Peterman, Larry and Weschler, Louis (editors). *American Political Thought: Readings.*New York: Appleton-Century-Crofts, 1972.

Sandel, Michael. *Democracy's Discontent: America in Search of a Public Philosophy.*Cambridge: Harvard University Press, 1996.

____________. *What the Anti-Federalists Were For: The Political Thought of the Opponents of the Constitution.* Chicago: University of Chicago Press, 1981.
Wood, Gordon. *The Creation of the American Republic, 1776-1787.* Chapel Hill: University of North Carolina Press, 1969.

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 13: Analyze the balance between the rights and responsibilities of citizens, and apply the analysis to understanding issues facing society in New Jersey and the United States.**

The key concept here is the balancing of rights and responsibilities and how that applies to some major issues in New Jersey and the country at large.

**Grade Level(s): 9-12**

# The Democratic Process

**Overview**

The first amendment is arguable the most familiar section of the Bill of Rights to most Americans. Most of us think of this as the "free speech" amendment. However, there are other equally important rights guaranteed therein.

**Activities:**

1. Students will be given copies of the first amendment. They will identify five parts of the first amendment with special attention to Freedom of Speech and Freedom of Assembly.

   Class can be divided with half of the class examine Freedom of Speech with the intent to develop a code for speakers at their school. Questions for this group: What, if any, limitations should be placed on speakers at their school? What would be their criteria for limitations? Note: students should examine Supreme Court cases both in New Jersey and on the Federal Level on limiting freedom of speech. The teacher provides brief summaries of selected cases for students taken from the Supreme Court Reporter or other sources in the law library. The goal is to develop a code for speakers which would stand a test of constitutionality.

   The other half of class can examine freedom of assembly. Again students should be provided with some important cases on this subject. Questions for this group: What limits should be placed on right of assembly in school and in the community at large? What is peaceable assembly? When is an assembly or meeting of a group of citizens not allowable? What is a good reason for such a gathering? What is not a good reason?

   Students should research current media coverage of rights-related issues for specific examples including newspaper, TV, films and the Internet. Excellent films related to this are: Twelve Angry Men (intense study of jury deliberations in which a lone dissenter persuades the jury after a long debate); and, Absence of Malice (government investigates an innocent man who happens to be the son of a gangster.) There are rights-related stories in the newspapers and in the weeklies. Students can search for these, bring them to class, summarize the case, and lead the class in a discussion

2. This activity allows students the opportunity to experience conflict and its resolution as the lifeblood of democracy. Each of the three branches of our government and related agencies,

believe that their version of democracy is the truth. These conflicting versions must be resolved before final law or policy is made. This process of reconciliation is the institutionalized management of conflict in a democracy. Thus, when the House and the Senate in Washington have differing versions of a bill, a meeting is called to reconcile these different versions before sending the agreed-upon consensus version to the President for his signature or his no-agreement which would result in a veto.

Divide the class into five groups. Each group is given the responsibility to research and represent the group that they have been assigned:

A. *Judicial: This group's responsibility is to summarize and justify the Court's decisions on "Black Monday."*

*B. Executive: This group's responsibility is to deplore the Court's decisions of "Black Monday," and offer suggestions for reform which emulate the "court packing" plan.*

*C. Legislative: This group's responsibility is to consider how best to represent their constituents while staying loyal to the policies of the Chief Executive. At the same time, they must consider the edicts of the Court.*

*D. Pro-FDR Newspaper: This group's responsibility is to report the news and create editorial policy which favors the New Deal Programs.*

*E. Anti-FDR Newspaper: This group's responsibility is to report the news and create editorial policy opposing the News Deal programs.*

After research, each group can be given a number of options in reporting their findings. These may be done orally (individual group reports, debate format, etc.) and/or in writing. Use of student created press releases, newspapers, cartoons, and bulletin boards. The goal to be achieved is that each group presents a rational report.

After presenting their views, students may be asked to consider their actual opinions. Was there legitimacy in the "court packing" plan? What should be the nature of separate powers in a democratic government? How does the Constitution guarantee democracy? How did "White Monday" come about (March, 1937), and what were its implications? The following quotations may be utilized to help develop these ideas:

> *"The prospect in May, 1935 was that, in a succession of reactionary decisions, all or most of the reform measures of the recent Congresses would be emasculated and the United States as a nation rendered impotent. One man- Owen J. Roberts- seemed to hold in his own hand the capacity to frustrate the majority of both houses of Congress, the President of the United States, and more than 27,000,000 American voters who had underwritten the New Deal in 1932."*
>
> William F. Swindler, Court and Constitution in the 20th Century (p. 42)

*"...Does this decision mean that the United States government has no control over any national economic problem?"*
Franklin D. Roosevelt
(quoted in Swindler, p. 45)

**Connections**

Link this unit to Standard 6.1, Indicator 14 which deals with teaching students to examine public issues and evaluating different viewpoints.

**Resources**

*The following Supreme Court Cases are useful for this topic:*

Tinker v. Des Moines School District S. CT. 1969
Bethel School District No. 403 v. Fraser S. Ct. 1986
Hazlewood School District v. Kuhlmeir S. Ct. 1988
Schneck v. United States S. Ct. 1919
New York Times v. Sullivan S. Ct. 710, 1964
An additional and helpful resource is the New Jersey Law Center. Call 1-800-FREE LAW

**STANDARD 6.1 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP AND HOW TO PARTICIPATE IN THE CONSTITUTIONAL SYSTEM OF GOVERNMENT OF THE UNITED STATES.**

**Indicator 14: Locate, access, analyze, organize, and apply information about public issues in order to evaluate the validity of different points of view.**

This indicator covers what is often called "current events." Students study public issues that are currently being discussed in the media. Emphasis is on the action verbs: *locate* (find the issue and materials about it); *access* (get a copy); *analyze* (bring material to class and be prepared to summarize it); *organize* (the summary should be brief and should highlight the related constitutional points); *apply* (extend the principles to other issues).

**Grade Levels 9-12**

# Issues of the Day
# (Roosevelt and the Court)

## Overview

In the 1930s the United States experienced a devastating economic collapse known as the "Great Depression." President Hoover did not come up with a solution and Franklin Roosevelt was elected on a platform of "relief, recovery, and reform." The Congress supported his New Deal, but the Supreme Court put a halt to this progress when they declared certain actions to be unconstitutional. That same Constitution, however, decreed that each of the three branches have separate responsibilities with regard to law in American society. Students will be challenged to discover the application of this theory through an investigation of three cases which the Court resolved on "Black Monday," May 27, 1935.

## Activity

Students should research each of the three aforementioned cases. *Louisville Bank v. Radford* dealt with the constitutionality of the Frazier-Lemke Farm Act, and decided that Congress did not have loan forgiving powers. *Humphrey's Executor v. United States* denied the president a power to remove an administrative appointee. *Schechter Poultry Corp. v. United States* ruled that there was an excessive grant of power to the executive branch by the legislative. To combat this obstruction, Roosevelt proposed his "Court Packing" scheme, which intended to create a less antagonistic Court.

Divide the class into five interest groups: *the Judiciary, Executive, Legislative, pro-FDR newspaper, anti-FDR newspaper.* Each group shall, upon sufficient research, summarize and justify the decisions that each would make in this controversy. Included in this investigation would be a look into how each group would respond to the concept and application for the "Court Packing." This assignment can be done in debate format. The writing component of the assignment might employ means of persuasive argument. Students might also explore these controversies through artwork, cartoons, and bulletin boards. Utilize each case to concentrate on the differences in philosophy which existed at the time with regard to the structure and performance of government.

After presenting their role playing views, students may be asked to consider their actual opinions. Was there legitimacy in the "court packing" plan? What should be the nature of separate powers in a democratic government? Why was it said that one man, Justice Owen Roberts, had the power to frustrate the will of a majority of the country and the government? Was it a valid presumption? How did "White Monday," in 1937, evolve to the point that the Court was now a staunch supporter of Roosevelt?

**Connections**

6.1(10) This will clarify the functions of each of the three branches of government.

6.1(15) As the Depression provided challenges on how best to care for the American public, the activity encourages students to see the interrelation between individual and government.

6.4(11) The debate between the conservative Court and its antithesis in the other two branches offers an opportunity to uncover ideas related to change.

6.6(14) The failures of the American economy that led to the Depression may be investigated.

**Further Exploration**

This activity could serve as a springboard into other areas of study. These could include exploration of other controversies in the separation of power, such as the events surrounding Watergate and Richard Nixon, the line item veto, and the impeachment of Andrew Johnson. Theories developed in this activity could be extended to similar theories of the sharing of power in the local community and the school environment.

**Resources**

Baily, Thomas A. and David Kennedy. The American Pageant, D.C. Heath, 1994. Isaak, Robert. American Political Thinking. Harcourt, Brace, 1994.

*Humphrey's Executor v. United States,* 295 U.S. 602 (1935). *Louisville Joint Stock Land Bank v. Radford.* 295 U.S. 555 (1935)

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**Indicator 15: Analyze the roles of the individual and government in promoting the general welfare of the community under our Constitution.**

Students learn about the duties and responsibilities of individual citizens as they participate in the "social contract" to maintain the welfare of the total community.

# The U.S. Budget

## Overview

One of the most interesting and timely policy issues in the United States today is the federal budget-making process. Students learn about the stages in the process beginning with the delivery of the proposed federal budget to Congress from the White House. This is followed by house and senate consideration of the budget in great detail. Then, a conference committee of members of both houses arrives at a jointly agreed-upon version which is voted on by both houses. The conference version of the budget is then returned to the Whit House for the President's signature. Students may have read in the newspapers and heard on television and radio something about the struggles between Congress and the President on this issue. They may, in fact, have been directly effected when the federal government was forced to "close down" for failure to come to a budget agreement in Congress in 1997. The political struggles inherent in the budget-making process can expose students to the multiple points of view as to how the federal government should raise money (tax policy) and how it should spend the revenue it receives.

## Activities:

1. Students can be divided into cooperative learning groups in order to research and investigate the various spending programs included in the federal budget.

   Specifically, students can investigate:
   a. Entitlement Programs (ex. social security, Medicare, public assistance, Medicaid, food stamps, disability, and veteran's benefits)
   b. Defense Spending (including foreign aid)
   c. Education
   d. Environment

An additional group can investigate federal tax policy looking at the taxes that are currently in place an the current arguments for tax reform. They should especially look at the proposed flat-tax as a way to simplify the incredibly complex federal tax code. Each of these groups can serve as expert resources for the class in learning about the income and expenditures of the federal government.

2. Students may be asked to develop a budget for the federal government which expresses the specific interest of their cooperative group mentioned above and these various budgets can be presented to the class. The teacher can demonstrate how the various political interests represented can effect priorities in terms of the budget-making process. In addition, students can come to realize the that budgetary policy must be constructed through the collective, and often opposing, viewpoints of a number of federal institutions and individuals.

3. The class may be divided into cooperative learning groups and each student within the group can represent a different special interest. Students are then asked to create a federal budget that can be agreed upon by the entire group. Students will come to realize how difficult it is for the Congress to enact an annual federal budget when so many diverse special interests must be considered.**

   ** In asking students to create a federal budget students should always be given specific numbers to work with. These numbers can be based on actual or hypothetical figures and also can include a deficit figure or a goal of reducing the deficit.

4. Students can research and investigate the movement toward creating a balanced federal budget. This would include the Gramm-Rudman Balanced Budget Act of 1985 and the subsequent Supreme Court decision declaring portions of the act unconstitutional. Students may debate the necessity of a balanced budget, the pros and cons of the proposed balanced budget amendment to the Constitution, and the Seven Year Deficit Reeducation Plan passed by Congress.

5. The class, as a whole, may be asked to create a federal budget based upon debates presented by assigned students before the entire class. For example, students may be assigned to debate issues such as welfare reform, federal aid to local public schools, federal loans to college students, defense spending, etc. Based on the arguments presented in these debates, students can then analyze, evaluate and prioritize their own ideas about federal spending.

6. Students can assess tax policy by addressing the various types of federal taxes enacted by Congress. Students are divided into cooperative learning groups and each group is assigned a specific federal tax. Students are to research the tax, assess the pros and cons of the tax, the various special interests that favor and/or opposed the tax and the reasons for their opinions, how much revenues is actually raised by the tax, and then present a recommendation to the entire class on how and/or if the tax should be reformed. Students must also address the consequences of their recommended reform on federal spending.

**Connections:**

6.1(10) This will clarify the functions of each of the three branches of government.

6.1(15) As the Depression provided challenges on how best to care for the American public, the activity encourages students to see the interrelation between individual and government.

6.3(12) Students will be encouraged to compare and contrast attitudes and policies of this era with the prevalent views of today.

6.4(10) By role playing this controversy, students will appreciate how different individuals and groups affected this decision.

6.4(11) The debate between the conservative Court and its antithesis in the other two branches offers an opportunity to uncover ideas related to change.

6.6(14) The failures of the American economy that led to the Depression may be investigated.

**Further Exploration:**

This activity could serve as a springboard into other areas of study. These could include exploration of other controversies in the separation of power, such as the events surrounding Watergate and Richard Nixon, the line item veto, and the impeachment of Andrew Johnson. Theories developed in this activity could be extended to similar theories of the sharing of power in the local community and the school environment.

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**Indicator 16:** Analyze the functioning of government processes, such as elections, in school, town, or community projects.

The focus here is on local government. Students should learn about the chief executive whether a mayor or city manager, strong mayor or weak mayor, form of government, city committee or city council, committees, agencies of the executive branch and so forth. There is a very good opportunity here for local contact with government officials and for field trips to visit and observe the functioning of the local government.

**Grade Levels 9-12**

# City Hall

## Overview

The importance of local government in each of our lives is undeniable. However, it is likely that the average citizen knows more about who runs their national and state government. Similarly, most people are ignorant of how key decisions that affect their lives are made by local governments. The following activities intend to assist students in improving their knowledge of the local government process, its major functionaries, and potential for controversy and conflict resolution.

## Activities

1. Students must become cognizant of the people who affect our lives on a daily basis. In conjunction with that concept, they should be aware of the positions within local government that have power. To accomplish this, students should create a chart, based on your local community, which illustrates these factors. The chart could include the following columns: Responsibility of Office; Name of Present Officeholder; Salary; Method of Selection; Term of Office, Some suggested positions of importance within the community could include: Mayor; Town Council members; Police Chief; Tax Assessor; Superintendent of Schools; Clerk: Municipal Court Judge; Municipal Attorney; Engineer; Superintendent of Recreation.

   Students should work on this chart throughout their study of local government, producing man versions which include functions and interrelations of branches of the government.

   The chart may be used to generate a discussion that emphasizes how local government affects our lives.

2. Students study the law-making process at the local level. They begin with the study of the local elections board. What are its duties? What does the board do every day when there is no election in progress? The class can use what they learn from the above to plan and conduct an election in the school. This would be a useful citizenship-education activity for the entire

student body. Perhaps a simulated election for mayor, or city council could be conducted, instead of the familiar presidential straw-polls that so many schools do.

### Connections

Students use workplace readiness skills such as critical-thinking and problem-solving, and mathematics skills especially I regard to analyzing the results of the school election.

### Assessment

Individual students should be tested on their knowledge of local government with specific questions about personalities and roles. The group can be evaluated on the quality of the school election and their analysis and publication of the results.

Resources

Office of Public Information. "The Legislative Process in New Jersey." Pamphlet distribution in the State House in Trenton. The Legislature maintains a toll-free number (800-792-8630) to provide the public with information about legislative activities. Your city government may also have such a service.

# STANDARD 6.2

***All students will learn democratic citizenship through the humanities, by studying literature, art, history, philosophy, and related fields.***

## Introduction to Standard 6.2

Standard 6.2 requires students to study the humanities--literature, art, history, and philosophy. Through studying these subjects, students acquire can multiple perspectives on the human condition, deepen their understanding of American and world cultures,; and improve their ability to communicate cross-culturally.

The humanities are, by definition, interdisciplinary and can be woven through multiple subject fields. However, local curriculum developers may choose to incorporate humanities activities into existing courses on New Jersey, United States and World history. The model activities in this chapter reference the historical themes and time periods specified for Standards 6.3 through 6.6.

## Framework for Standard 6.2

The instructional activities that follow cover a broad range of humanities topics, from portraiture to Puritanism to nineteenth century romantic literature. All of the activities are intended to serve as instructional supplements to regular history and social studies courses. For example, an activity on Charles Dickens's *A Tale of Two Cities* can add a literary component to a unit on the French Revolution. Similarly, an activity on Pueblo pottery can introduce an artistic dimension to an elementary unit on Native American culture.

The activities also reference **cumulative progress indicators**, or learning goals for students to master by the end of grades four, eight and twelve. Local curriculum developers and classroom teachers should closely examine how each of the eleven cumulative progress indicators for Standard 6.2 is interpreted through the instructional activities provided. To prepare students for future statewide assessments, classroom teachers can document their teaching of the **Indicators** by clearly identifying them in lesson plan books, and through homework, tests, and writing assignments.

**Editorial Note: Activities for Indicators 5 and 6 are not included in this draft chapter. The final version of the chapter, which will be distributed this Spring, will include a complete set of activities for the eleven indicators listed under Standard 6.2.**

**STANDARD 6.2 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP THROUGH THE HUMANITIES, BY STUDYING LITERATURE, ART, HISTORY AND PHILOSOPHY, AND RELATED FIELDS.**

**Indicator 1: Recognize human experiences through time, as depicted in works of history, and literature and in the fine arts.**

In the primary grades, students should begin to recognize how human experiences can be represented through works of history, literature and the fine arts.

**Grade Levels K-4**

## Portraiture as Social History

**Historical Period(s): optional**

**Historical Theme(s): optional**

### Overview

Through the study of portraits, learners can establish a personal connection with individuals from the past, and they can learn about the process of creating their own self-portraits.

The study of faces, clothing, and props in portraits can help the student investigate the character who is the subject of the portrait. At the same time, the student can explore the era in history in which the portrait's subject lived; this is an activity that will help develop the student's sense of the chronology of history.

### Activity

This activity involves teacher-led discussion to help the student interpret portraits from the past. Subsequently, after considering the questions and answers resulting from the class discussion of each portrait, each student will create a self-portrait.

The teacher can begin the activity by explaining that portraits provide a personal link with people from the past, and by pointing out that wealthy and famous people, prior to the invention of photography, commissioned artists to paint their likenesses so that future generations would know what their ancestors looked like. Additionally, the teacher can tell the class that portraits, like all other paintings, are products of particular time periods and of artists who belong to those times. The portrait's subject, or "sitter," also belongs to his or her particular time, and details such as clothing and background props provide evidence of the subject's personality and position in society.

For purposes of comparison, the teacher should display at least three portraits. The following are possible portraits to use: Paul Revere by John Copley; Mona Lisa by Leonardo da Vinci; Pope Leo X with His Nephews by Raphael; The Family of Charles IV by Goya; Self-Portrait by Cezanne; Portrait of Miss Bowles with Her Dog by Reynolds; Portrait of Miss Haverfield by Gainesborough.

Questions to which the teacher might ask the student to respond to, either orally or in writing, are: What do we learn about this person by looking at his/her face? What clothes is the person wearing? What background objects are detailed? What do these objects tell us about the person painted? When do you think this portrait was painted?

After examining each of the portraits and answering the above questions, the teacher can lead the class to consider some of the similarities and some of the differences among the portraits. Next, students may be challenged to draw their own self-portrait by answering, in relation to themselves, the same questions that were posed about the famous portraits. They can ask peers for help as they decide what facial expression, clothes, and background props to draw and paint. After completing their self-portraits, the students can display them to the class and explain why they chose to represent themselves in this way.

**Further Exploration**

Teachers may consider inviting a professional portraitist to speak to the class about his or her work. This experience will give students a deeper understanding of the art and expose them to the work habits and skills needed for this career (Workplace Readiness Standard 1, Indicator 1).

**Connections**

The activity also can be used for middle- and secondary-level students who are studying particular historical eras and events. The same or different portraits may be used probe deeper connections between artistic representations and the culture of a society or a nation (Standard 6.4, Indicator 6; Standard 6.5, Indicators 5, 12, and 16).

This activity also dovetails nicely with a visual arts unit on painting or photography. Students can learn how the technical elements of artistic creation reinforce the meaning the works under consideration (Standard 1.2). The combination of historical interpretation and artistic critique can only enhance students' appreciation of the portraits.

**Resources**

If the school library does not own or have access to a substantial collection of slides or appropriate CD-Rom software, such as *Art Gallery* (National Gallery, London), teachers are encouraged to contact slide libraries at New Jersey colleges and universities to arrange short-term loans. The New Jersey Council for the Humanities' Media Collection offers slide reels to schools at low, annual subscription rate. Call 1-888-FYI-NJCH for a Media Catalogue.

The following books provide excellent background information on the art of portraiture:

Gombrich, E.H. The Story of Art. Englewood Cliffs, NJ: Prentice Hall.

Janson, H.W. (1986). History of Art. New York: Harry N. Abrams.

Welton, J. (1994). Looking at Paintings. New York: Dorling Kindersley.

**STANDARD 6.2 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP THROUGH THE HUMANITIES, BY STUDYING LITERATURE, ART, HISTORY, AND PHILOSOPHY, AND RELATED FIELDS.**

**Indicator 2: Identify social history represented in works of literature and the fine arts.**

Students in the primary grades should be presented with works of literature and the fine arts which illuminate the everyday lives of past peoples. Activities developed under this indicator should make use of texts and/or objects that serve some function and are familiar to young children (e.g., prayer books, cookware). The goal here is to instill an artistic appreciation of the "everyday," while providing students with a powerful method for interpreting past lives and cultures.

**Grade Levels K-4**

# Pottery of the Southwestern Pueblos

**Historical Period(s): Past to Present**

**Historical Theme(s): The History of Art**

## Overview

The social history of any society can be explored through an analysis of its literature and fine arts. One such society which can provide students with a rich, cross-cultural understanding of this relationship is the Southwestern Pueblos.

In analyzing the pottery of the Pueblo communities, students can learn that the environmental resources of the region have been adapted to solve people's needs and problems in aesthetically pleasing ways. Clay of the region has been used to create Pueblo pottery that is distinctive and reflects Southwestern Native American history and culture. Students will gain an appreciation of pueblo pottery by researching various types of pots and designs and then creating their own examples.

## Activity

First, students can research the various forms, shapes, and colors of pots. Relevant literature can be read to the class, and teachers may decide to distribute pictures and, if available, real examples of Pueblo pottery. From this research, students should draw examples of various designs found on pots and discuss what they reflect. Students should also list the variety of tools, fuel, and natural materials that were used to make this pottery.

Next, students can either dig earth or use commercially available clay to make their own coiled pots. Cardboard should be cut to form the base for the pot. Each student should work with the clay to create a soft, flat shape and place this on the base. Water and sand can be added in small amounts to dug earth. Next, thin, long rolls should be made with the rest of the clay and placed on the edge of the base to form a wall. Additional coils can then be added and cracks should be smoothed by hand. The pot should then be shaped into its final form. A smooth stone should be used to polish the outside. Students can then use sticks to create their own designs. The pottery should be left to dry for several days.

## Further Exploration

This activity can be further extended to show how clay was instrumental in the development of Southwestern Native American architecture, in the form of adobe dwellings. Students can also understand that earth was used to build shelters in many parts of the world. The interrelationships between the environment, community needs, and the arts can be clearly established.

## Connections

This activity may be combined with a unit on clay molding. Arts and Humanities teachers can block-schedule to allow students ample time to explore the aesthetic and interpretive aspects of Pueblo pottery (Standards 1.1, 1.2 and 1.5). At the conclusion of the unit, teachers may organize a field trip to a local pottery workshop to see how electric wheels and large, modern kilns operate (Workplace Readiness Standard 2).

## Resources

Anderson, Peter. Maria Martinez: Pueblo Potter. Picture-Story Biographies Series, 1993. (0-516-44184-1)

Hallett, Bill and Jane Hallett. Pueblo Indians of New Mexico: Activities and Adventures for Kids. Look and See, 1991. (1-877827-08-8)

Hyde, Hazel. Maria Making Pottery. Sunstone Press, 1983. (0-913270-20-2)

Macaulay, David. Pyramid. Houghton Mifflin, 1975. (0-395-21407-6)

**STANDARD 6.2 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP THROUGH THE HUMANITIES, BY STUDYING LITERATURE, ART, HISTORY, AND PHILOSOPHY AND RELATED FIELDS.**

**Indicator 3: Understand how works of aesthetic expression serve as cultural representations.**

Aesthetic expression both reflects and shapes culture. In the primary grades, students can begin to understand the larger culture they live in by studying and practicing forms of aesthetic expression that reinforce basic relationships, such as home and family.

**Grade Levels K-2**

# Music Appreciation for Young Children

**Historical Period(s): optional**

**Historical Theme(s): optional**

## Overview

In the primary grades, home and family are the essential context for the social studies. Children's songs, set to simple melodies, help to articulate children's emotions about family relationships and their perceptions of home life. For some children, certain songs reflect a domesticated, nurtured and innocent childhood which they actually experience; in other instances, songs gently shed light on more complicated relationships, fears, and challenges.

Familiarity with the songs of young children, particularly inter-generational familiarity, helps to encourage an emotionally supportive and intellectually stimulating level of discourse in families. At home and in the classroom, songs can lead children to understand their society's moral attitudes and manners and can provide children with the "social capital" needed to solve problems and to manage their relationships with other people. Linguistically, there is evidence that melody facilitates verbal recall.

## Activity

Nursery rhymes (first recited and learned; then sung):

Three Blind Mice
Little Tommy Tucker
Sing a Song of Sixpence
Farmer in the Dell

Ring-around the Rosy
Baa, Baa Black Sheep
London Bridge
Here we go Round the Mulberry Bush

Lullabies (supportive of neoteny and inter-generational relations):

Brahms' Lullaby
Slumber Song (Bach)
Bye, Baby Bunting
Lulajsze Jesuniu

Away in a Manger
Cradle Song
Sweet and Low
Twinkle, Twinkle little Star

Rockabye Baby
All Through the Night

Songs about home and family:

Home Sweet Home
Billy Boy
Susie, Little Susie (Hansel & Gretel)
When at Night I Go to Sleep (Hansel & Gretel)
Over the River and Through the Woods
We Gather Together
Brother, Come and Dance With Me
(Hansel & Gretel)
Frere Jacques
Home on the Range
Skip to my Lou
The Banks of the Wabash
Old McDonald
The Sidewalks of New York

**Further Exploration**

Early singing experience can prepare children for other art forms. Celebrated paintings, particularly those of Chardin and later John Singer Sargent and the great children's illustrators, E. H. Shepard and Jessie Willcox Smith, offer further amplifications of themes related to family and home. Literature will include initially the poems of Robert Louis Stevenson and Eugene Field and stories of Beatrix Potter and Kenneth Graham, all illustrating a vision of nurtured childhood in the home context.

An abbreviated version of Hansel and Gretel can be role-played with the songs, "Brother Come and Dance with Me," "When at Night I Go to Sleep," and "Susie, Little Susie."

**Connections**

This activity helps students acquire the technical skills of aesthetic expression (Standard 1.5) and develop a general appreciation for the performing arts (Standard 1.3).

**Resources**

Songs may be found in traditional music series, still available in most schools. Most helpful would be a piano (not a guitar, even acoustic) in each classroom, and a teacher (or aide) who can play it. Teachers can review the following source material:

Aries, Philippe. Centuries of Childhood. New York: Vintage Books, 1962.

Aries, Philippe and Duby, Georges, Ed. A History of Private Life III. Passions of the Renaissance. Cambridge and London: Belknap Press, 1989.

Berger, Brigette and Berger, Peter. The War Over the Family. Garden City, New York: Doubleday, 1983.

Postman, Neil. The Disappearance of Childhood. New York: Dell, 1982.

Steward, James Christian. The New Child. Berkeley, University of California, 1995.

Stone, Lawrence. The Family, Sex, and Marriage in England 1500-1800. London: 1973.

**STANDARD 6.2 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP THROUGH THE HUMANITIES, BY STUDYING LITERATURE, ART, HISTORY, AND PHILOSOPHY, AND RELATED FIELDS.**

**Indicator 4: Evaluate works, such as personal creations, which communicate a human condition or question.**

This indicator asks elementary students to think critically about certain artifacts, which are not necessarily considered "art" by the creator, but which communicate something about the human condition. As such, this indicator calls for the investigation into such artifacts which are not only beautifully created, but which also serve a practical purpose to the families, communities and cultures which use them.

**Grade Levels K-4**

# Understanding Material Culture

**Historical Period(s): optional**

**Historical Theme(s): History of the Arts**
**History of Popular Culture**

### Overview

Material culture refers to objects and artifacts that are meaningful to families, communities and cultures. Often, the object or artifact serves as the medium for communicating a story about past traditions and rituals. Examples of material culture that are recognizable to young children include quilts, jewelry, pottery, toys and dolls, masks, costumes and clothing. By completing the following activity, students should understand that the object serves a practical purpose and at the same time tells a story and communicates way of life -- and that the object has counterparts in every other culture.

### Activity

The teacher can bring in slides, pictures, or actual pieces of pottery from many different cultures -- historically as well as geographically. For example, the teacher can place a Chinese porcelain vase, an Athenian vase, a Philistine stirrup jar, and an American coffee cup in front of the students.[1] The teacher should ask the students what is similar about these items, their function, the materials they are made of, and the place they are kept in the house. The teacher should list all of the similarities on the board, and give some historical background about the oldest pieces of pottery found.

The teacher can then ask students to describe some of the ways that these objects differ. They may comment upon shape, color, design, age or other aspects of the objects. The teacher should also list the differences on the board, and explain that one way that cultures differ is in how they communicate their culture on objects like pottery. For example, the Chinese vase has very delicate painted flowers on a highly glazed surface. This may reflect a culture that is very respectful of beauty in nature, which prizes highly skilled artists, and which has a wealthy class which can buy and keep such items. In comparison, the teacher can point out that the Athenian vase shows many human figures engaged in a multitude of activities. This may indicate a culture which celebrates human activity of any kind.

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[1] Gonen, Rivka. Pottery in Ancient Times. (Minneapolis: Lerner Publication Company, 1974), p. 17, 37, 41.

The teacher should explain that there is no correct way to explain the meaning of design on pieces of pottery. Then the teacher should ask students to explain the design on the American coffee cup, based on what they know about contemporary American culture. The teacher can point out that even people living in the same culture would disagree over the meaning of the design.

Now that the students understand the dual importance of an object like a piece of pottery within a culture, the teacher may want to go more into detail about the history of pottery and how it has changed over time. This can be accomplished through a time line and comparison charts, or by asking students to research a particular culture's pottery to report back to the class. Students can be arranged in chronological order, and can be asked to provide a picture of the piece of pottery, describe what is was used for in that society, and how it was decorated.

**Further Exploration**

As a culminating activity, the teacher might ask students to create their own pieces of pottery, either out of clay or through drawing or painting. Students must define what their pieces of pottery are used for, and then should decorate the exteriors of the pieces in ways that reflect their lives. The teacher should explain to students that their decorations should reflect their own lives in some way -- hobbies, family, neighborhood, favorite movie, etc. Then each student should be asked to write a brief explanation of what the pottery says about his or her life, and how it compares to other pieces of pottery discussed in class.

**Connections**

Through examining multiple examples of pottery, students can learn to identify common elements found in different cultures (Standard 6.5, Indicator 1), and gain a deeper understanding of the relationship between the form and function of the material artifacts of culture (Standard 6.5, Indicator 5).

**Resources**

Charletson, Robert J. (ed.) World Ceramics. New York: McGraw-Hill Book Company, 1968.

Cooper, Emmanuel. A History of World Pottery. New York: Larousse & Co. Inc., 1981.

Gonen, Rivka. Pottery in Ancient Times. Minneapolis: Lerner Publication Company, 1974.

**STANDARD 6.2 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP THROUGH THE HUMANITIES, BY STUDYING LITERATURE, ART, HISTORY, AND PHILOSOPHY, AND RELATED FIELDS.**

**Indicator 7: Analyze and explain different artistic, literary and historical depictions of the same subject.**

The humanities provide students with multiple lenses through which to view and interpret important events and issues. Beginning in the middle school years, students should learn to draw from a variety of sources (i.e. paintings, literature, oral histories) to arrive at a more complex understanding of events and issues.

**Grade Levels 5-8**

# The Abolitionist Movement in United States History

**Historical Period(s): The Age of Civil War and Reconstruction (to 1870)**

**Historical Theme(s): The History of Slavery**

### Overview

The abolitionist movement in the United States led to increased sectional controversy, which culminated in the U.S. Civil War. Historical events, key literature, and artistic depictions can all be analyzed to increase students' understanding of the growth of anti-slavery sentiment in the United States from approximately 1830 to 1865. Through an analysis of various laws, Supreme Court decisions, literature such as Harriet Beecher Stowe's Uncle Tom's Cabin, primary source documents, photographs, paintings, and art prints, this movement can be traced and evaluated.

### Activity One: Historical

One way students can begin to understand how issues of slavery divided the nation is through their study of the Fugitive Slave Act of 1850 which gave slave traders and bounty hunters the power to enter free states, recapture runaway slaves, and return them to slavery. Students should first discuss this Act and personal liberty laws, in order to be able to come to consensus on the meaning of these limitations. Next, students should consider that the Fugitive Slave Act was immoral in the eyes of many people. They can be asked to give examples of what laws people might refuse to obey on moral grounds, such as laws regarding military draft or segregation. Then the class could debate whether or not such actions are appropriate in a democracy.

Students could then consider the issues of the Dred Scott case and how this Supreme Court decision made the Missouri Compromise unconstitutional. Students could research this decision and outline those legal issues that were debated and divided the nation.

Students might also examine events which occurred at Harper's Ferry in 1859 and conclude whether John Brown's actions were those of a freedom fighter or a terrorist. The actual proceedings of the John Brown trial could be read. Students could recreate their own mock trial to understand and express how public reaction to Brown's raid marked the change from the compromising spirit of the country to that of irrepressible conflict.

**Activity Two: Literature**

Anger over the Fugitive Slave Law prompted Harriet Beecher Stowe to publish Uncle Tom's Cabin in 1852. Students could read this text and select appropriate scenes for a class reading or play. They should rehearse their parts and present them to the class. A narrator might introduce each scene and explain key events.

Examination of diaries, letters, and narratives from this period, like those of Harriet Tubman, can also enhance students' understanding of the common struggle for security in a society where inhuman and cruel attacks, both legal and illegal, commonly occurred. Students could create their own journal writings or prepare oral stories to retell Underground Railroad escape experiences to the Midwest, Mexico, Cuba, or Canada. Various paths could be charted on maps, with landmarks depicted.

**Activity Three: Artistic**

Issues of the abolitionist movement and growing sectional controversy can be analyzed through various paintings, photographs, and art prints of the era. Students might first study Charles T. Webber's 1850's painting titled "The Underground Railroad." (Cincinnati Art Museum) This painting depicts runaway slaves stopping at an Indiana farmhouse. Students could write reactions to the painting and retell possible conversations.

Examination of the photographs or art prints of key abolitionist figures like Frederick Douglas, William Lloyd Garrison and Nat Turner will also give students greater identification with this period. Comparisons of various works of the same subject can provide understanding of artists' attitudes. Certainly, students can also extend their understanding of the Civil War through examination of Matthew Brady's powerful photographs.

**Further Exploration**

Throughout the Civil War period, abolitionists published and distributed several "slave testimonials" to persuade northerners of the moral righteousness of their cause. Though embellished for literary effect, these testimonials provide an important record of the horrors and indignities endured by slave men and women. As a special project, students may read a famous testimonial – for example, an excerpt from the writings of Frederick Douglass -- and research and evaluate its impact in the North.

**Connections**

This unit of activities invites students to interpret and analyze multiple sources of data to arrive at a set of conclusions about an important event in American history (Workplace Readiness Standard 3, Indicator 12). By exposing students to several historical facts and interpretations, the unit also serves as an introduction to the basic principles of historiography (Standard 6.3, Indicator 13).

**Resources**

Barthelemy, Anthony G. Collected Black Women's Narratives. New York: Oxford University Press, 1988.

Blockson, Charles L. The Underground Railroad: First Person Narratives of Escapes to Freedom in the North. Prentice Hall Press, 1987.

Bradford, Sarah. Harriet Tubman: The Moses of Her People. Citadel Press, 1994.

Catton, Bruce. The Coming Fury. Garden City, NY: Doubleday, 1961.

Lester, Julius. To Be a Slave. New York: Scholastic Books, 1986.

Petry, Ann. Harriet Tubman: Conductor on the Underground Railroad. Harper Trophy, 1996.

Santruy, Laurence. Young Frederick Douglass: Fight for Freedom. Troll, 1983.

Stowe, Harriet Beecher. Uncle Tom's Cabin: Or Life Among the Lowly. New York: Penguin Books, 1981.

Web site for background information on the National Park Service's tourist sites on the Underground railroad: http://www.nps.gov/undergroundrr

**STANDARD 6.2 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP THROUGH THE HUMANITIES, BY STUDYING LITERATURE, ART, HISTORY AND PHILOSOPHY, AND RELATED FIELDS.**

**Indicator 8: Identify the mutual impact of technology and aesthetic expression.**

The rapid pace of technological change in the early twentieth century had a profound impact on the arts, literature, and philosophy. Science fiction writing, futurist art and existential philosophy all may be seen as aesthetic responses to the dizzy pace of invention at the turn of the century. In recent times, technology has provided the arts and other branches of scholarship with new media through which to express the human condition. Computer technology alone has opened new avenues of artistic expression, while providing philosophers with new insights into how the human mind works.

Students in the middle grades should begin to comprehend the role technology has played in the shaping of American and World cultures. The following activity examines the impact of World Fairs on the American psyche in the first half of the twentieth century and asks students to consider how modern technologies influence their daily lives.

**Grade Levels 5-8**

# Celebration of the Future: World Fairs, 1876-1915

**Historical Period(s): Industrial America and the Era of World Wars (to 1945)**

**Historical Theme(s): The History of Popular Culture**

## Overview

> "Expositions are the timekeepers of progress. They record the people and quicken the human genius. They go into the home. They broaden and brighten the daily life of people. They open mighty storehouses of information to the student. Every exposition, great or small, has helped this onward step." (President William McKinley, as quoted by the New York Times, September 6, 1901).

The mounting of large-scale exhibitions and world fairs in the late nineteenth and early twentieth centuries symbolized America's faith in the power of technology. Billed as "windows to the future," these fairs attracted large audiences to observe new inventions that would transform daily life, such as Thomas Edison's light bulb display at the 1876 Centennial Exhibition in Philadelphia. Subsequent fairs featured innovations in agricultural technology, transportation systems, and industrial production. The celebratory nature of these exhibitions reflects the mood of optimism that felt by our nation at the start of the "American Century."

## Activity

Students are assigned to cooperative work groups to research the public reaction to a particular World Fair. The initial public response can be obtained through use of newspapers and periodicals of the day as well as texts devoted to World Fairs. The key focus of the research is to identify the

major ideas and values of America's political, financial, corporate and intellectual leaders. This can be accomplished by considering the object or events chosen to be displayed.
Suggested world fairs could include:

1. The Centennial Exhibition, Philadelphia, 1876
2. The Chicago World's Colombian Exposition of 1893
3. The New Orleans World's Industrial and Cotton Exposition, 1885
4. The Atlanta Cotton States and International Exposition, 1895
5. The Tennessee Centennial Exposition, 1897
6. The Trans-Mississippi and International Exposition, Omaha, 1898
7. The Pan-American Exposition, Buffalo, 1901
8. The Louisiana Purchase Exposition, Saint Louis, 1904
9. The Lewis and Clark Centennial and American Pacific Exposition and Oriental Fair, Portland, 1905.
10. Panama-Pacific International Exposition, San Francisco, 1915
11. Panama-California Exposition, San Diego, 1915

After researching past world fairs, students may consider what objects/ideas of our current day should be included in a "'20th Century World Exposition' devoted to the advancement of Humanity." As each object/idea is selected, students can present a rationale for its selection and an explanation of its impact on the progress of humanity. Given a limited amount of exhibition space, students should determine the five most important objects of the 20th century to be the "core exhibits" of the fair. As a final activity, students can write an argumentative essay defending the selection of the objects, and their selection of the "Single, Greatest, Object/Idea of the 20th Century."

**Further Exploration**

Teachers may pose the following question to students, "To what extent does technology drive history?" Students can research other periods of cultural and technological change, and write an essay either defending or supporting this thesis.

**Connections**

This set of activities helps students understand how technology causes cultural change (Standard 6.5, Indicator 10) and how public demands for products influence economic decisions (Standard 6.6, Indicator 9). The activities also provide students with an appreciation for the role of technology in the ever-changing workplace (Workplace Readiness Standard 2).

**Resources**

Benedict, Burton. The Anthropology of World Fairs. Berkeley: Scholar press, 1983.

Cohen, Barbara and Leller, Steven. Trylon and Perisphere: The 1939 New York World's Fair. New York: Abrams, 1989..

Rydell, Robert. All the World's a Fair. Chicago: University of Chicago Press, 1984.

Rydell, Robert. World of Fairs. Chicago: University of Chicago Press, 1993

Access the history of world fairs on the Internet:

http://xroads.virginia.edu/~ma96/wce/title.html
http://www.yahoo.com/entertainment/events/fairs_and_Expositions/
http://www.meow.com/ppie/panamapacific.html

**STANDARD 6.2 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP THROUGH THE HUMANITIES, BY STUDYING LITERATURE, ART, HISTORY, AND PHILOSOPHY, AND RELATED FIELDS.**

**Indicator 9: Give examples of historical, literary and artistic works which have influenced society in the past and present, and identify their effect on our understanding of basic human rights.**

Students should understand that our current notions of individual freedom have evolved over time. First amendment guarantees—the right to speak freely, to assemble and to worship without state interference—were not always enjoyed by our citizens. By studying the history of human rights in the United States, students can gain an appreciation of the progress we have made as a people and as a nation.

**Grade Levels 9-12**

# Puritan Ideology and Ethics

**Historical Period(s): The Colonial Period (to 1763)**

**Historical Theme(s): The History of Religion**
**The History of Social Classes and Relations**

**Overview**

Puritan society is an appropriate starting point for the study of human rights in United States history. Exiled from England because of their religious beliefs, the Puritans arrived at Plymouth in 1620 with the hope of establishing a "city on a hill": a theocratic community dedicated to the pure worship of God. In laying the foundation for such a community, Puritan elders drafted the "Mayflower Compact," a constitutional document that ensured basic individual rights and representation through local town meetings. Though ostensibly democratic, the Compact was viewed by the elders as an extension of Puritan religious doctrine, which held that certain individuals were endowed at birth with "regenerative souls" and were thus elected to carry out the will of God. Such teachings had a divisive effect on Puritan society, as individuals claiming to be members of "the elect" routinely abused the rights and liberty of women and lower-status members of the colony. Sermons and other writings from this period exhibit the inherent contradictions of Puritan "democracy": the belief in the fundamental rights and responsibilities of all members of the "elect"; the harsh repression and banishment of all who were judged to be corrupt.

**Activity**

Teachers may begin this activity with a discussion of Puritanism as a religion, its central tenets and origins in Calvinist thought. In preparation for this discussion, students can read selections from Perry Miller's famous treatise on Puritan thought, *The New England Mind*. As a pre-reading exercise, teachers may conduct the following classroom "experiment":

Each student is given an envelope containing a secret code which indicates whether they will get an "A" for the day. They must not reveal to others what code is included in their envelope. In order to get an "A" for the project, they must 1)organize a group that only includes other students with the "A", and 2) establish rules of fairness and equality for their group. Ask a few students to act as "observers" to take notes on the process. After half the period has gone by, ask students to open their envelopes to see whether they succeeded. Discuss the experience of the students when attempting to create groups. Ask students what basis they were using for including or excluding individuals from the group. Ask students whether such an elusive goal can ever be reached by humans who do not know who is and who is not elect. Ask students if the organization they created was "fair."

**Further Exploration**

Students can read John Winthrop's "A Model of Christian Charity" and discuss the elements within the sermon which reflect the Puritan ideology. Students also can research examples of Puritan intolerance to freedom of religion (e.g., Anne Hutchinson, Roger Williams, Salem Witchcraft Trials). This activity can be done in conjunction with a reading of Arthur Miller's *The Crucible*.

**Connections**

The above activity enables students to analyze the beliefs and principles of a past culture (Standard 6.5, Indicator 16). The activity also exposes students to the ideological antecedents of American democracy and human rights (Standard 6.1, Indicator 10).

**Resources**

Miller, Perry. The New England Mind. Cambridge: Harvard University Press, 1954.

Perry, Ralph Barton. Puritanism and Democracy. New York: The Vanguard Press, 1944.

Winthrop, John. Speech to the General Court (1645). from Perry Miller, ed., The American Puritans (New York, 1956).

**STANDARD 6.2 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP THROUGH THE HUMANITIES, BY STUDYING LITERATURE, ART, HISTORY AND PHILOSOPHY, AND RELATED FIELDS.**

**Indicator 10: Examine the relationship between the beliefs and life circumstances of a writer, artist, and philosopher, and that person's creative work.**

The biographical details of a writer, philosopher or artist's work can be helpful in interpreting his/her work..

**Grade Levels 9-12**

# Modern Latin American Art and Identity

**Historical Period(s): The Modern World**

**Historical Theme(s): The History of Religion**
**The History of Social Classes and Relations**

## Overview

The modern art of Latin America reflects a unique and diverse range of work that parallels the changing identity of Latin America during the 20th century. As Latin American nations have moved towards greater political, economic, and cultural independence, the artists have also created their own unique style less based on the traditional European styles in which they were trained. Edward J. Sullivan describes the development of modern Latin American art as it disconnected from the modern art movement in Europe. He writes:

> Although the early manifestations of a modernist temper in Latin American art are related to the artistic phenomena in Europe that engendered them, the uses and purposed of the forms of expression developed in Europe were sometimes radically changed by Latin American artists, who responded individually to different sets of cultural, political, social, and even geographic and demographic realities in the various nations in which they lived.[1]

The art of Latin America during the 20th century reflects the unique experience of the countries of Latin America during the same time period.

## Activity

The class should review the history and geography of Latin America, possibly beginning with the questions, "What is Latin America"? "What do the countries of Brazil, Cuba, Mexico share in order to be included under the umbrella term of "Latin America"? Culturally, Latin American nations share the contributions of indigenous Native Americans, Catholic Spanish and Portuguese conquerors, African slave culture, and other

Europeans who moved to Latin Countries after the 1800s. The class should discuss the role of dependence on other countries -- political, social and economic -- throughout the history of Latin America, and hypothesize the effect this dependence might have had on artistic expression. Before the students begin their individual research, the teacher should highlight some themes which are present in much of Latin American art. These themes might include: reverence for nature and natural resources, celebration of indigenous people and culture, Catholic symbolism combined with indigenous worship, political protest and Marxist symbolism, as well as expressions of a unique cultural identity which resulted from the mixing of many cultures.

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[1] Rasmussen, Waldo (ed.), Latin American Writers of the Twentieth Century. (New York: The Museum of Modern Art, 1993), p. 18

Students will be asked to examine a piece of artwork using biographical and historical knowledge of the artist's environment. The students should find one artist and a piece of artwork that appeals to them. They can be asked to do biographical research on that individual -- noting the country of origin, the socio-economic and political status of his or her family growing up, the nature of that artists' education, the historical time period in which that person lived, and the political connections and opinions of that individual. Then the student should be asked to describe what they see as the meaning of the art work, from their understanding of the artist who created it. Students' who have difficulty can be prompted by the question : "Why did this artist paint this picture? What was this artist trying to tell you with his or her art"? The student can make two separate lists -- one a list of biographical themes which might be reflected in the artwork, and two a list of historical themes which might be reflected. Students will present their piece of artwork and explanation to the class. The class will be asked to discuss and keep notes on how they think the artwork reflects the life or experience of each artist. Varying points of view should be encouraged in the discussion.

### Further Exploration

Students may wish to continue their study of Latin American culture by delving into the rich body of literature produced by Latin American authors in this century. The works of Gabriel Garcia Marquez and Octavio Paz, both Nobel laureates, provide rich descriptions of daily life in Latin America and weave together themes of religion, social class and politics.

### Connections

Some major themes in twentieth century Latin American Art (e.g. religion, social injustice and political freedom) address important issues covered in the **New Jersey Holocaust Curriculum** and Standard 6.4 (Indicators12 and 13).

### Resources

Keen, Benjamin. A History of Latin America. Boston: Houghton Mifflin Company, 1992.

Lucie-Smith, Edward. Latin American Art of the 20th Century. London: Thames and Hudson, Ltd., 1993.

Rasmussen, Waldo (ed.). Latin American Artists of the Twentieth Century. New York: The Museum of Modern Art, 1993.

New Jersey Commission on Holocaust Education. The Holocaust and Genocide. Vol. 1: Caring Makes A Difference. Curriculum Guide, K-4. Volume II: The Betrayal of Mankind. Curriculum Guide, 9-12. Trenton, New Jersey. 1996.

**STANDARD 6.2 ALL STUDENTS WILL LEARN DEMOCRATIC CITIZENSHIP THROUGH THE HUMANITIES, BY STUDYING LITERATURE, ART, HISTORY, AND PHILOSOPHY, AND RELATED FIELDS.**

**Indicator 11: Compare artistic and literary interpretations of historical events with accounts of the same events that aim at objectivity.**

Through studying artistic and literary interpretations of major historical events, students learn how different observers emphasize different facts and draw different conclusions about the same event.

**Grade Levels 9-12**

## Romanticism and Revolution

**Historical Period(s): Age of Revolutions (to 1850)**

**Historical Period(s): History of Social Classes and Relations**
**History of Literature**

### Overview

Few events have inspired as many literary and artistic works as the French Revolution. To the romantic writers and artists of the nineteenth century, the Revolution symbolized the freedom of the human spirit-- the triumph of the common man over injustice and oppression. Poems by Wordsworth and Coleridge and paintings by David and Delacroix drew upon the revolutionary theme to celebrate the quest for individual liberty.

Perhaps the most well-known literary work on the French Revolution is Charles Dickens's *A Tale of Two Cities* (1859). Dickens' novel recounts the bloody summer of 1792 in Paris, the execution of King Louis XIV and the reign of terror orchestrated by the infamous revolutionary leader, Robespierre. These events serve as backdrop, however, for Dickens's tale of unrequited love and individual sacrifice. Like his romantic peers, Dickens saw history as an opportunity to celebrate individual honor and heroism.

### Activity

After reading excerpts of British accounts of the French Revolution, such as Edmund Burke's *Reflections on the French Revolution* (1790) and Thomas Carlyle's *The French Revolution* (1837), students can compare these accounts with Charles Dickens's fictional treatment of the same period in *A Tale of Two Cities.*

In doing so, student can consider the accuracy with which Dickens depicts historical events and debate the value and viability of historical fiction as a literary genre. Through their examination of the saga of Lucie Manette, Charles Darnay, and Sydney Carton, students may explore the novel's subordination of history to individual heroism, as exemplified by Carton's willingness to take Darnay's place on the guillotine so that Darnay and Lucie may be together.

**Further Exploration**

Students may explore additional literary representations of the French Revolution from the Romantic period and compare their treatment of history with Dickens's. Samuel Coleridge's "France: An Ode," Mary Alcock's "Instructions, Supposed to be Written in Paris, for the Mob in England" (1799), and William Wordsworth's "London 1802" (1805) all serve as vehicles through which students may observe the various ways that writers use literature to address important historical concerns.

**Connections**

This unit also will facilitate students' grasp of political, diplomatic and social ideas, forces and institutions in world history (Standards 6.3 and 6.4).

**Resources**

Burke, Edmund. Reflections on the French Revolution. (1790)

Carlyle, Thomas. The French Revolution. (1837)

Dickens, Charles. A Tale of Two Cities. (1859)

Norton Anthology of Nineteenth Century English Literature. Many editions.

# STANDARD 6.3

***All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.***

## Introduction to Standard 6.3

Standard 6.3 requires students to understand the political and diplomatic ideas, forces, and institutions that have shaped the histories of our state, our country and the World. Familiarity with the political and diplomatic lessons of the past enables students to better judge present and future decisions made by our political leaders and representatives. Standard 6.3 anticipates that students will acquire an understanding of political and diplomatic history through exposure to a sequence of history instruction that emphasizes the following themes:

- The History of Political Systems, with special attention to democracy.
- The History of Relations among Different Political Groups and Entities
- The History of Political Leadership
- The History of Warfare

Standard 6.3 also provides a list of broad historical time periods in United States and World history that districts may use in their development of curricula based on these themes.

### United States History

The Colonial Period (to 1763)
The Revolution and Early National Period (to 1820)
The Age of Civil War and Reconstruction (to 1870)
Industrial America and the Era of World Wars (to 1945)
The Modern Age

### World History

Prehistory (to 2000 B.C.)
The Ancient World (to 500 B.C.)
The World of Hemispheric Interactions (to 1400)
The Age of Global Encounters (to 1700)
The Age of Revolutions (to 1850)
The Age of Imperialism and World War (to 1950
The Modern World

## Framework for Standard 6.3

The instructional activities in this chapter make use of the above themes and time periods, and are designed to introduce students to basic concepts of historiography: chronology, continuity and change, cause and effect relationships, and changing interpretations. The activities also reference **cumulative progress indicators**, or learning goals for students to master by the end of grades four, eight and twelve. Local curriculum developers and classroom teachers should closely examine how each of the fourteen cumulative progress indicators for Standard 6.3 is interpreted through the instructional activities provided. To prepare students for future statewide assessments, classroom teachers can document their teaching of the **Indicators** by clearly identifying them in lesson plan books, and through homework, tests, and writing assignments.

In reviewing the following activities, readers will note that special emphasis has been placed on student use of historical documents. As the branch of history most concerned with "official" records of the past (i.e. legislation, treaties, government correspondence), political and diplomatic history requires students to examine documents that shed light on how past writers viewed the major political and diplomatic events and issues of their times. Included in this chapter are activities that invite students to examine original propaganda materials distributed during the Protestant Reformation, first-hand accounts of Cortez's conquest of Mexico, Reconstruction Era legislation, and the 1946 policy paper that served as the blueprint for America's Cold War policy against the former Soviet Union. It is the sincere hope of the authors that teachers will make use of the bibliographic and technological resources included at the end of each activity. Additional resources in political and diplomatic history are available through colleges and universities, cultural organizations, and history education associations throughout the state. History teachers are strongly encouraged to take full advantage of these learning opportunities, for sustained improvement in history education not only depends upon higher content standards for students, but active teacher engagement with current historical research and scholarship that bring the lessons of the past to life in the classroom.

**Editorial Note: Activities for Indicators 1, 3 and 10 are not included in this draft chapter. The final version of the chapter, which will be distributed this Spring, will include a complete set of activities for all fourteen indicators listed under Standard 6.3.**

**STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 2: Analyze varying viewpoints of individuals and groups at turning points throughout history.**

In the primary grades, students should be introduced to basic concepts of historical inquiry, such as the selection, analysis and interpretation of historical facts. The following activity invites students to explore these concepts through the use of a parliamentary discussion format. The application of parliamentary rules to classroom discussion facilitates young children's appreciation of *the multiple perspectives that inform the selection, analysis and interpretation of historical facts and events.*

**Grade Levels 3-4**

# Using Robert's Rules of Order to Study History

**Historical Period(s): optional**

**Historical Theme(s): optional**

### Overview

In the primary grades, students should learn that history is a narrative of "what happened," but that different observers produce different narratives because we tend to see the same events differently based on our personal experiences. Teachers should choose an event and lead students through an analysis of the event. This may be achieved through a listing of the "relevant" facts under consideration. Emphasis should be placed on the concept of selectivity: what constitutes a "relevant" fact? how does the selection of some facts over others effect the story of the event? The aim of this discussion should be to foster students' tolerance of different perspectives and appreciation for the complicated nature of interpretation.

### Activity

After introducing the concepts of selection, analysis and interpretation, teachers may present students in the class with a written description of a problem situation that must be solved using an adapted version of *Robert's Rules of Order*. Individual students can be assigned the following roles to play in a simulated meeting: chairperson, secretary, and committee members. Role-definition sheets should be distributed. The activity can begin with a call to order.

As students discuss the issues, the teacher functions as a process observer, advising students of role responsibilities and limitations:

1. The c*hair* calls the meeting to order, serves as moderator for the discussion and refrains from voicing his/her opinions on the issue.

2. The *secretary* does the roll call and reads the agenda. He/she also keeps the minutes, which are a record of what is done, not what is said.
3. The *committee members* assume different positions as indicated on their role definition sheets.

The teacher introduces the concept of *motions*. A subject is introduced by a *main motion*. Any member can speak on the main motion. After a full discussion of the issue, the chair takes a roll-call vote of the group.

In addition to reinforcing tolerance for differing points of view, this activity also teaches students the etiquette of meetings, which an important workplace skill.

**Further Exploration**

**(under development)**

**Connections**

By learning the rules of structured debate and discussion students will acquire valuable workplace skills, including respect for people of differing backgrounds and opinions (Workplace Readiness Standard 4, Indicator 6) and cooperation with others (Workplace Readiness Standard 4, Indicator 2).

**Resources**

League of Women Voters. Simplified Parliamentary Procedure (1979). This is a simplified version for use in schools.

**STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 4: Explain issues, standards and conflicts related to universal human rights.**

The study of human rights and related responsibilities of all citizens is important in that it underlies most of the major events in U.S. history. Beginning with the early grades, students should begin to learn about rights as extensions of freedom within the context of the larger society.

**Grade Levels 3-4**

# Universal Human Rights

**Historical Period(s): The Revolution and Early National Period (to 1820)**

**Historical Theme(s): The History of Different Political Systems, with special attention to Democracy.**

### Overview

Students should be introduced to the concept of "rights." Each of us has rights to do certain things provided that we respect the rights of others. We also have responsibilities which are related to those rights. There is an important balance to be maintained here: *rights are related to responsibilities.* Even the right to live is not an absolute right in every instance.

Explain to students that the British founded the American colonies and that the King of England had the legal right to tax sugar and stamps and other essentials used by colonists.

### Activity

Develop a retrieval chart with students listing various abuses by the British government against the colonists. Ask students to suggest remedies for each such abuse:

| Abuse | Remedy |
|---|---|
| Search and seizure | |
| Unfair taxes | |
| Restrictions on trade | |
| Lack of representation in the English Parliament | |
| Occupation army in the colonies | |

### Further Exploration

Introduce students to the Bill of Rights and list the contents of the first 8 parts on chart paper. Note: Articles 9 and 10 will be too advanced for this level.) Prepare and distribute a list of the 10 sections. Discuss each with the class. For homework, assign the writing of a brief essay on the 10 parts with each student taking a different part. The essay should be a speculation about a situation in the which the particular right might apply.

**Connections**

Through studying universal human rights, students learn to identify instances of cruel and inhumane behavior (Standard 6.4, Indicator 4).

**Resources**

Viorst, Milton. The Great Documents of Western Civilization. New York: Chilton Books, 1965.

Lyons, David. Rights. Wadsworth Publishing Co. Belmont, California, 1979.

STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.

**Indicator 5: Explain relationships between cause, effect, and consequences, in order to understand significant historical events.**

In the middle grades, students should explain cause-effect relationships as they apply to significant historical events. Students also should recognize how prior decisions, actions and events shape the problems and solutions of the future.

**Grade Levels 5-8**

# Solon and the Evolution of Democracy in Ancient Greece

**Historical Period(s): The Ancient World (to 500 BC)**

**Historical Theme(s): The History of Democracy**
**The History of Political Leadership**

## Overview

The concept of "democracy" in classical Greece emerged with the struggles of the Greek city-states to govern themselves and their neighbors. During the first quarter of the sixth century B.C. (ca. 600-575 B.C.), Athens endured a period of great political turmoil. So many Athenians had lost their land, possessions, and even their freedom, to their creditors, that the masses of dispossessed were on the verge of revolting. To remedy the situation, the people called upon Solon, an aristocratic merchant who was considered to be impartial to the special interests of both debtors and creditors. Solon passed a series of reforms to ease the city's troubles: he canceled all debts, freed those men, women, and children who had been enslaved for debts, and left all confiscated properties with the creditors. Solon also repealed some of the harshest laws which had been passed by Draco, a seventh-century BC lawmaker. Athenians would no longer face the death penalty for petty thievery, and a popular court was created to hear the cases of all citizens. Solon's final reform was his most radical: he completely restructured the Athenian class system, basing it on wealth, rather than blood nobility. This was revolutionary in classical Athenians, since a citizen's ability to participate in government was directly determined by his place in the class system.

Although Solon's reforms did not fully satisfy all special interest groups, he is celebrated as a force of moderation during a period of political turbulence. Because his reforms were peacefully enacted during a time of great crisis, they serve as an important milestone in evolution of Greek democracy, and as model for future generations of democratic leaders.

## Activity

Teachers can present the story of Solon in the context of a discussion on political reform and ask students whether it is necessary for leaders to serve as disinterested stewards of change, especially in democratic societies. Students may research current reform initiatives in Congress, selecting one bill and tracking its progress through both houses and the executive branch. In their research, students should focus on the motivations of legislative leaders. To what extent are they acting in the "public interest"? What effect will their proposed reform(s) have on the nation as a whole? Students may develop criteria for good reform legislation in a research paper, or through an oral presentation to the class.

## Further Exploration

Students can engage in their own constructive program of reform, under their teacher's guidance. The class can choose one aspect of daily life that could be reformed; for example, recycling classroom materials more efficiently. Students can debate the best way to solve the problem that they identify and try to put their plan into action.

## Connections

This activity helps students acquire a deep understanding of the national political process. Students learn to recognize and explain multiple points of view on public issues (Standard 6.1, Indicator 7) and to analyze the functions of the executive and legislative branches of government (Standard 6.1, Indicator 8). Through studying the actions of Solon, students also can learn good leadership skills, which are indispensable in the workplace (Workplace Readiness Standard 1, Indicator 2).

## Resources

Green, Peter. Ancient Greece: An Illustrated History. New York: Thames and Hudson, 1991.

Plutarch. The Rise and Fall of Athens: Nine Greek Lives by Plutarch, translated by Ian Scott-Kilvert. New York: Penquin Books, 1960.

Stanton, G.R. Athenian Politics, c.800-500 BC: A Sourcebook. New York: Routledge, 1990.

**STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 6: Assess positions of proponents and opponents at turning points throughout history.**

To properly assess turning points throughout history, students must understand the manner and means by which individuals, groups and institutions articulated their support for or opposition to important events and issues. The following activity on the Protestant Reformation illustrates how proponents and opponents of Martin Luther used political cartoons to communicate their positions to a largely illiterate sixteenth century audience.

**Grade Levels 6-8**

# Political Cartoons and the Protestant Reformation

**Historical Period(s):** **The Age of Global Encounters (to 1700)**
**The Modern Age**

**Historical Tneme(s):** **The History of Relations between Political Groups and Entities**

## Overview

The political cartoon has been a powerful tool for shaping public opinion for almost five hundred years. Human follies and weaknesses can be humorously displayed before a public in images that are hard to erase from the popular imagination. While cartooning and satire certainly existed before the art of printing, it is the combination of printing technology and social upheaval during the era of the Protestant Reformation that led to the widespread use of the political cartoon in Europe. Printed pamphlets and broadsides (large sheets printed on one side) were used by Martin Luther and his followers to denounce the Catholic Church before a large audience. Protestant cartoons might depict Catholic leaders as cunning wolves, entrapping the unwary masses (here shown as geese) (fig. 1); or the pope might be represented as a savage lion and his cronies as quarrelsome dogs and unclean goats and pigs (fig. 2). Luther's opponents, in turn, used cartoons to portray Luther as a seven-headed monster of contradictions (fig. 3) and as an untrustworthy, overweight drunkard (fig. 4). The combination of texts and images created cartoons that could communicate the Protestant or the Catholic message to both the educated minority and the illiterate majority.

## Activity

Teachers can use political cartoons in the classroom in connection with the study of the Reformation by drawing on both historical and contemporary resources. Students (and teachers) should not be concerned that they cannot read the Latin and German inscriptions; the reason these cartoons were so effective in the sixteenth century was because their pictures communicated directly with an audience that, for the most part, could not read the texts either. Students can concentrate on "reading" the pictures instead of the words. Allow each student to choose a Reformation-era cartoon and to list the pictorial devices that communicate its message to the audience. Students can then find a recent political cartoon and list the ways that its author communicates his or her message using pictures and words. Students can then write one or two paragraphs describing the modern cartoon that they have chosen.

**Further Exploration**

For a more hands-on activity, students can draw their own political cartoons. To emphasize the importance of understanding both sides of a problem, teachers may wish to show students a cartoon that depicts one side of an issue and ask students to draw a cartoon that takes the opposite position.

**Connections**

This activity illustrates how technological advancement throughout history has changed the nature and scope of public participation in civic life. Teachers may wish to highlight the relationship between technology and public information by having students compare the impact of the printing press on sixteenth century society with that of television or the Internet on contemporary society (Workplace Readiness Standard 2).

**Resources**

Eisenstein, Elizabeth. *The Printing Revolution in Early Modern Europe* (New York: Cambridge University Press, 1993).

Kunzle, David. *The Early Comic Strip: Narrative Strips and Picture Stories in the European Broadsheets from c.1450 to 1825* (Berkeley: University of California Press, 1973).

Scribner, R.W. *For the Sake of Simple Folk: Popular Propaganda for the German Reformation* (New York: Clarendon Press, 1994). This book includes many useful illustrations of Reformation cartoons.

**STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 7: Analyze how events and changes that occurred in significant historical periods.**

In the middle grades, students must acquire a basic understanding of the major events and issues that occurred during significant periods in World history.

**Grade Levels 5-8**

# The Pharaohs of Ancient Egypt

**Historical Period(s): Prehistory (to 2000 BC)**

**Historical Theme(s): History of Relations between Political Groups and Entities**
**History of Political Leadership**

**Overview**

During the Bronze Age, people lived in agricultural communities or depended on hunting or grazing for their sources of food. Geography had a major impact on these people as resources in river valleys, deserts, and semi-arid steppe climates were limited. Areas with natural geographic barriers were frequently the victims of floods, and areas without barriers were the scenes of military invasions. A major problem for political rulers was managing adequate food supplies as they faced the challenges of population migrations into their city-states and villages.

Students need to understand that this early period of civilization has had a significant impact on the development of their own civilization. The social and political organization of society, the inventions and technological applications, militarized warfare, religion, trade, and diplomacy all became part of the complex development of civilization and the ability of organized government to attempt to solve the social and environmental challenges that occurred. The importance of strong political leadership, interaction between agrarian and pastoral societies, and their mutual dependence on each other are critical themes for students to investigate and analyze.

The study of the early civilization of Egypt is an opportunity to see how these forces developed and shaped a civilization that has endured until the present day. The evolution of political leadership from villages to cities, to city-states, to kingdoms, and finally to an empire, provides students with a model that can be applied to China, India, and the Aegean. The political and religious authority of the pharaoh to control people lives as well as their land and water is significant. People paid taxes and the pharaohs used these resources for irrigation systems, building projects, military protection, and their own security. The ingenuity of the Egyptians to overthrow the Hyksos invaders, administer government efficiently, establish a code of justice, and develop trade with other civilizations can be contrasted with the self-interest, civil wars, economic inequalities, and foreign invasions associated with other pharaohs.

**Activity**

In examining the development of Egyptian civilization, students should identify the contributions of the pharaohs in areas such as law, taxation, trade and military stability. Students can develop a spreadsheet or data base comparing the accomplishments of Egyptian pharaohs. Some examples are Menes, Queen Hatshepsut, Thutmose III, Amenhotep IV (Akenaton), and Ramses II. In lower grades, students can visit a museum of Egyptian artifacts (e.g. The American Museum of Natural History in New York City; also, The Temple of Dendur at the Metropolitan Museum of Art) to observe the wealth and technology of this civilization. Teachers should explain the importance of a stable political authority in providing the resources for this wealth.

**Further Exploration**

Advanced students may explore the rich literature of Ancient Egypt. Through reading "*The Inscription of Amenemhet*," or selections from *The Book of the Dead* and *The Tale of Sinuhe*, students can acquire understanding of Egyptian mythology and religion.

**Connections**

This topic can be connected to diplomatic objectives of Standard 6.3 through the teaching of the Egyptian invasions of the Kush, Sudan, Syria, and Palestine. By using spreadsheets and data bases to organize information on Egyptian civilization, students can improve their computer skills (Workplace Readiness Standard 2, Indicators 6, 7, and 8).

**Resources**

American Museum of Natural History. For educational appointments, call (212) 769-5200.

Cottrell, Leonard. Five Queens of Ancient Egypt.

Hanscom, James, et al. Voices of the Past: Readings in Ancient History. New York: MacMillan & Co., 1967.

Metropolitan Museum of Art. For educational appointments, call (212) 288-7733.

Waltari, Mika T. The Egyptian.

Students can access information on Egyptian civilization on the Internet:

http://www.memst.edu/egypt/egypt.html

**STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 8: Understand issues, standards, and conflicts related to universal human rights.**

An examination of the struggle against apartheid in South Africa provides students with an understanding of the issues, standards, and conflicts related to universal human rights. Students will learn that there can be unjust systems and unjust laws which restrict basic human rights and that people throughout history have had to struggle against such systems and such laws.

**Grade Levels 5-8**

# Apartheid in South Africa

**Historical Period(s): The Modern Age**

**Historical Theme(s): The History of Relations between Political Groups and Entities**
**The History of Political Leadership**

## Overview

In studying the modern period of history, students should be aware of the struggles fought by oppressed peoples around the world to secure basic human rights. These struggles have at times involved unjust governments and at other times have involved unfair systems within otherwise just governments. Through studying the history of apartheid in South Africa, students examine an unjust government and system. They also understand the forces that created such a system and caused discriminatory policies, as well as the leadership and sacrifices of great people such as Nelson Mandela, which led to political and social justice for the African majority.

The Republic of South Africa has long been an area of racial conflict. In the 1940s, the Nationalist Party, largely controlled by Dutch farmers, gained political power. Shortly thereafter, a strict policy of racial segregation, known as *apartheid,* was instituted. Apartheid denied non-whites, specifically black South Africans who comprised over 75% of the population, the right to vote and placed restrictions on their occupational choices, income and living space. These restrictive laws led to major political protest, including the organization of a black nationalist group known as the African National Congress (ANC) and international trade sanctions against the South African government.

As international pressure mounted, the white minority government in South Africa began to slowly loosen the bonds of apartheid. In the early 1990s, the ANC was legalized and black South Africans were granted a new constitution which promised certain freedoms they had lacked for so long. Finally, in 1994, the first multiracial election was held. Nelson Mandela, the black leader of the ANC who had previously been imprisoned for almost 30 years due to his anti-apartheid protests, was elected President of South Africa.

## Activity

After reviewing the history of apartheid in South Africa, students can begin to examine other struggles for human rights during the modern age. Teachers may draw a comparison between the "separate but equal" policies predominant in American society during the first half of the twentieth century and the rule of apartheid in South Africa. In what sense were these policies similar? In what sense were the efforts of Nelson Mandela and the ANC similar to those of Dr. Martin Luther King and the Southern Christian Leadership Conference? How do they differ?

## Further Exploration

Teachers may ask students to maintain a portfolio of current struggles for universal rights by certain groups of people around the world. These portfolios could be supplemented by materials obtained through human rights organizations such as Amnesty International and Human Rights Watch.

## Connections

The above activity can be applied to Workplace Readiness Standard 3 (Critical Thinking) by engaging students in an analysis and comparison of two struggles for racial equality. Students may trace the evolution of Jim Crow and apartheid through a comparative analysis of speeches, journals and writings of prominent proponents and opponents of these policies throughout the twentieth century.

## Resources

Mandela, Nelson. *Long Walk to Freedom* (Boston: Little, Brown, 1995).

Otfinski, Steven. *Nelson Mandela: The Fight Against Apartheid.* (Millbrook Press, 1992).

Pasco, Elaine. *South Africa: Troubled Land* (Watts, 1992).

Access this topic on the Internet at:

http://www.Projects/Apartheid/apartheid.html (The Apartheid Homepage)
http://www.anc.org.za /people/hmpage.html (The Mandela Page)
http://www.anc.org.za/index.html (ANC Homepage)
http://www.sapolitics.co.za/history.html (South African political history)

**STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 9: Understand the complexity of historical causation.**

Theoretically all historical occurrences, incidents, decisions and so forth are the result of some cause or causes. Interpretation of historical phenomena requires an analysis of the events or actions that preceded the occurrence and of the effects that followed it. Was it a single cause or multiple causes?

**Grade Levels 10-11**

# The War of 1812

**Historical Period(s): Revolution and the Early National Period (to 1820)**

**Historical Theme(s): The History of Warfare**

## Overview

An examination of the events leading up to the War of 1812 reveals that multiple interests favored U.S. military action although other diplomatic options were available to President Madison and Congress at this time. .The Napoleonic Wars of the early nineteenth century created a climate unfavorable to U.S. trade interests abroad. Conflict between Great Britain and France resulted naval blockades and severe trade restrictions which closed valuable markets to New England merchants and Southern cotton exporters. Moreover, U.S. trading vessels were frequently commandeered by the British navy on the high seas. In such cases, impressment, or forced military service, was often imposed on American sailors. At home, in northwestern states such as Ohio, our citizens faced the constant threat of attacks from Native American tribes armed by British garrisons located in nearby Canada. As a result of these tensions, the political leadership in the Congress became influenced by the "War Hawks," a faction of legislators who favored territorial expansion into Canada. The decision to declare war on Great Britain took 35 ballots to decide. In analyzing the events leading up to the War of 1812, students should evaluate the wisdom of Washington's advice of maintaining neutrality—a policy which would dominate American foreign policy for most of the nineteenth century.

## Activity

In evaluating the reasons why the United States went to war in 1812, students may decide whether diplomacy could have produced a different outcome. After students have reviewed some primary source materials on this period in history, and have ready several historical accounts both contemporary and more up-to-date, a classroom simulation based on the historical research of the positions and votes of Congressmen from the South, Mid-Atlantic, the West, and New England might allow students to determine if the real issue was territorial expansion, maritime issues, Native Americans, or human rights. Students should also determine whether the declaration of war should have been against France instead of England. Finally, how effective were the diplomatic efforts of the United States in the Embargo Act, Macon's Bill No. 2, and the Non-intercourse Act?

### Further Exploration

The War of 1812 had a significant impact on New Jersey. Sea Captain James Lawrence made significant naval contributions, and Governor Ogden and the State Assembly addressed security issues along the New Jersey coast. Students may be asked to research New Jersey's involvement in the war effort. In a related activity, students can assume the role of New Jersey citizens in 1812 and write letters to their representatives explaining various ways that American interests are being affected by the war between
England and France and propose solutions.

### Connections

By formulating their own synthesis of the events after an analysis of primary source materials, students are then ready to analyze different historical interpretations of the issues dividing the Congress on the declaration of war. They will thereby learn to more effectively identify and evaluate the validity of alternative solutions (Workplace Readiness, Standard 1.3, Indicator 11).

### Resources

Bailey, Thomas A. *A Diplomatic History of the American People*. 1980.

Horsman, Reginald. *The Causes of the War of 1812*. 1962.

Rutland, R.A. *Madison's Alternatives: The Jeffersonian Republicans and the Coming of War, 1805-1812*. 1975.

Stagg, J.C. A. *Mr. Madison's War: Politics, Diplomacy, and Warfare in the Early American Republic, 1783-1830*. 1983.

**STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 11: Compare and contrast divergent interpretations of historical turning points, using available evidence.**

In secondary-level history courses, students must use primary source material to weigh divergent interpretations of significant historical events and issues.

**Grade Levels 10-12**

# The Conquest of Mexico: Writing History From Primary Sources

**Historical Period(s): The Age of Global Encounters (to 1700)**

**Historical Theme(s): The History of Warfare**

## Overview

In June 1520, pitched battles erupted between Spanish and Aztec forces after Aztec warriors stormed the Spanish garrison in Tenochtitlan, the capital city of the Aztec empire in Mexico. Much of the city was destroyed by fire and fighting, and many Spaniards and Aztecs were killed, including the Aztec emperor, Montezuma. The remaining Spanish troops fled the city and Spanish losses were so great that the event has traditionally been called the "Night of Sorrows" (Noche Triste). The Spanish later returned to Tenochtitlan, and with the help of Indian allies they subjugated the Aztec capital. When Tenochtitlan surrendered to Hernando Cortez in 1521, the Aztec empire was effectively vanquished. The era of colonial rule began as Cortez built a Spanish capital on top of the ruins and rubble of the once-great Aztec metropolis.

While the conquest of the Aztec capital was unambiguous, the different eyewitness accounts of this significant historical event are sometimes conflicting and contradictory. By studying a variety of primary sources—accounts written by contemporaries of Cortez—students can tackle some of the fundamental issues that confront all historians.

## Activity

The defeat of the Aztec capital was described in prose, pictures, and poetry by Indians and Spaniards. It is no surprise that the accounts written from Aztec and Spanish perspectives are very different. Eyewitness accounts of the conquest were written by Hernando Cortez, the Spanish captain; by Bernal Diaz, one of Cortez's soldiers; and by Alva Ixtlilxochitl, an Aztec Indian. Students may read selected passages from each of these sources (see **Resources** section), along with a few questions to direct their reading. Teachers may wish to formulate their own questions or use some of the following suggestions:

1.) Hernando Cortez wrote his account of the conquest of Mexico in a series of letters to Charles V, the King of Spain. The king could reward or punish Cortez for his actions in Mexico. How did Cortez formulate his account to please his king? Can you detect any personal motives that might have shaped the accounts by Bernal Diaz and Alva Ixtlilxochitl?

2.) Bernal Diaz wrote that Cortez went to Tenochtitlan with over 1,300 soldiers and 96 horses; Cortez wrote that he had only 70 horses, 500 foot soldiers, and "a fair number of guns." Do you think that the authors deliberately exaggerated or under-emphasized the size of the Spanish army? What purpose would this serve? Can you find any other discrepancies in the accounts written by Diaz and Cortez?

3.) How do Cortez and Diaz characterize the Aztec warriors? How does Alva Ixtlilxochitl describe the Spanish soldiers?

After reading the sources and discussing the prepared questions in groups, students can formulate their own account of the events. Giving students a 1-2 page limit, ask them to write their own narrative of the events from the attack on the Spanish garrison up to the Spanish flight from Tenochtitlan, including the death of Montezuma.

**Further Exploration**

Students may compare their own narratives of the conquest of Mexico against those provided by high school and college-level history textbooks. This exercise will illustrate the importance of balance and perspective in historical narrative.

**Connections**

This activity teaches students how to weigh multiple sources of data and draw informed conclusions (Workplace Readiness Standard 3, Indicator 12) about important issues. Students also compare and contrast divergent interpretations of a major historical event (Standard 6.3, Indicator 11).

**Resources**

Cortez, Hernando. Five Letters, 1519-1526, translated by J.Bayard Morris (New York: W.W. Norton & Company, 1991).

Diaz, Bernal. The Conquest of New Spain, translated by J.M. Cohen (New York: Penquin Books, 1963).

Leon-Portilla, Miguel, ed., The Broken S[illegible] The Aztec Account of the Conquest of Mexico (Boston: Beacon Press, 1996).

Paz, Octavio. The Labyrinth of Solitude, The Other Mexico, and Other Essays, translated by Lysander Kemp, Yara Milos and Rachel Belash (New York: Grove Weidenfeld, 1985). Especially Chapter 5, "The Conquest and Colonialism."

**STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 12: Understand the views of people of other times and places regarding the issues they faced.**

One historical issue that is directly relevant to the lives of students is the manner in which the youth of previous eras and civilizations were educated. In ancient Rome and Greece, the art of rhetoric, or public speaking, was an important part of the school curriculum. Rhetoric continues to play an important role in politics and business, and is included in the New Jersey Language Arts Literacy Core Curriculum Content Standards.

**Grade Levels 9-12**

# Rhetoric in Ancient and Modern Societies

**Historical Period(s): The Ancient World**
**The Modern Age**

**Historical Theme(s): The History of Political Leadership**

### Overview

A powerfully presented speech can be truly awe-inspiring. The best public speakers can move an audience with their voices, convince listeners with their arguments, and connect with their viewers through facial expressions and hand gestures. Skillful public speaking—the art of rhetoric—is an ancient art, which goes back in the Western tradition to the Greeks. In imitation of their Greek predecessors, the Latin-speaking Romans made rhetoric a fundamental part of their political and judicial systems. This classical Roman oratory became the model for medieval and Renaissance speakers. Rhetoric handbooks written in Latin were recopied many times in medieval Europe. During the early modern period, Latin rhetoric texts were printed alongside new rhetoric books in English, Spanish, Italian and many other European languages. We continue to marvel at and be moved by great speakers. We elect eloquent speakers to be our presidents, and we are riveted by courtroom dramas (real and fictional) on television. What makes a speaker effective enough to capture our attention? The speeches and guidebooks from antiquity may offer some useful clues.

The *Rhetorica ad Herennium*, a Latin book written about 85 B.C., was probably the best-known rhetoric textbook for over a millennium. Much of the advice in the *Rhetorica* remains relevant to modern students. The *Rhetorica* advises the orator to speak from memory rather than read his speech aloud from a piece of paper; to cater the style of his speech—formal or colloquial—to his audience and occasion; to arrange his speech carefully from beginning to end; and to convince his audience with both logic and passion.

### Activity

After discussing the traditions and techniques of classical rhetoric in class, students will be well prepared to read some famous historical speeches. One of the most famous speeches from the classical age is Pericles' "Funeral Oration" from Athens in the fifth century, B.C.. This speech continues to resonate with its passionate description of the city of Athens and its citizens. More modern examples of the art of political rhetoric include the famous speeches of Abraham Lincoln, Winston Churchill, John F. Kennedy and Dr. Martin Luther King, Jr. Since rhetoric is above all a spoken art, students can take turns reading aloud from the well-known speeches of these famous orators, focusing on communicating with their audience. After reading selected examples of well-known political speeches, students can try their hand at writing their own speeches, employing the devices that they find most effective in the works that they have read, and considering the advice found in old texts like the *Rhetorica.*

### Further Exploration

Perhaps the greatest resource for studying rhetoric in the classroom is the televised speeches and debates of American politics. If it is also possible to view British parliamentary proceedings (televised on PBS and C-Span). They provide a wonderful stylistic contrast to the debates in the U.S. Senate and House of Representatives. Before viewing such examples of modern rhetoric in class, ask students to think about what makes a speaker convincing. After viewing the televised rhetoric, ask students which speakers they find most effective and why.

### Connections

The study of the art of rhetoric will familiarize students with one of the oldest and most important aspects of leadership. Teachers should emphasize the importance of good speaking skills in the workplace by providing examples of occupations (e.g. Law, Education, Business) which require formal oral presentations (Workplace Readiness Standard 1).

### Resources

Dixon, Peter. *Rhetoric* (London: Methuen & Co., Ltd., 1971). A very brief historical and literary introduction to the art of rhetoric.

[Cicero], *Rhetoric ad Herennium*, translated by Harry Caplan, Loeb Classical Library (Cambridge Mass.: Havard University Press, 1989).

Saunders, A.N.W., ed. *Greek Political Oratory* (New York: Penquin Books, 1970). Includes the "Funeral Oration" of Pericles, among other famous orations.

**STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 13: Synthesize historical facts and interpretations to reach personal conclusions about significant historical events.**

On the secondary level, students should use a variety of primary and secondary source materials to form personal judgments about significant historical events.

**Grade Levels 9-12**

# The Reconstruction Era

**Historical Period(s): The Era of Civil War and Reconstruction (1820 to 1870)**

**Historical Theme(s): The History of Relations Between Different Political Groups and Entities**
**The History of Warfare**

## Overview

Our nation's political ideals and institutions faced their most severe test during the period of reconstruction that followed the Civil War. Two issues that had divided the nation prior to the advent of armed conflict, state sovereignty and the citizenship rights of African-Americans, resurfaced in congressional debates over how best to implement the newly-ratified 13th, 14th, and 15th amendments to the Constitution. Southern Democrats favored state and local control over the implementation process, while northern republicans called for greater federal oversight to insure the rapid assimilation of freed slaves into society. Republican concerns over "Black Codes," southern laws that placed restrictions on African-Americans' personal liberties and right to vote, resulted in the passage of two laws which greatly expanded the powers of the Freedman's Bureau and the Civil Rights Act of 1866. These laws offended southern legislators, prompting them to accuse the Republicans of "waving the bloody shirt" of the war. Southern resentment of the harsh terms of reconstruction led to an expansion of black codes and "Jim Crow" laws in the southern states during the decades that followed. The failure of reconstruction to heal the wounds of the war still has an effect on regional and racial politics in the United States.

## Activity

Students can review major pieces of reconstruction legislation (e.g., the Freedman's Bureau Act, the Civil Rights Act of 1866, the Reconstruction Act of 1867, and the Force Act of 1870), as well as examples of Jim Crow legislation, to determine whether Congress could have enacted a smoother reconciliation plan with the former Confederate states. Students should weigh the immediate interests of the newly-enfranchised African-Americans against the need for a long-term, gradual plan for reconciliation and adjustment.

To conduct this activity, teachers may choose to divide the class in cooperative groups and assign each group the task of analyzing the available primary source materials in preparation for a mock congressional debate on reconstruction.

**Further Exploration**

As a follow-up activity to the classroom debate, students may wish to re-write the Civil Rights Act of 1866, or propose new legislation to guarantee the civil and human rights of Americans.

**Connections**

By analyzing primary source documents, such as the Civil Rights Act of 1866 and the 14th Amendment, students develop an understanding of principles of substantive due process and equal protection under the law (Standard 6.1, Indicator 10). This activity also allows for interdisciplinary learning. Students can read Booker T. Washington's famous work, Up From Slavery and analyze some of the relevant art work produced by Winslow Homer and other artists of this period.

**Resources**

DuBois, W.E. Black Reconstruction in America. 1969.

Foner, Eric. Reconstruction: America's Unfinished Revolution, 1863-1888. 1988

McPherson, James. The Struggle for Equality. 1964.

Access this period on the Internet:

http://www.worldbook.com/blackhistory/bh054.html

**STANDARD 6.3 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF POLITICAL AND DIPLOMATIC IDEAS, FORCES, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 14: Analyze and formulate policy statements demonstrating an understanding of issues, standards, and conflicts related to universal human rights.**

Students should realize that political leaders and institutions are responsible for protecting the universal human rights of citizens.

**Grade Levels 10-12**

# The Responsibilities of Political Leadership in the Renaissance and the Modern World

**Historical Period(s): The Age of Global Encounters (to 1700)**

**Historical Theme(s): The History of Political Leadership**

## Overview

What are the responsibilities of those who hold political power? How do the public and private actions of our political leaders support or weaken the universal human rights of citizens?

One of the most fundamental aspects of political leadership is the question of how a leader should treat the subjects of his realm, the people who are placed in his or her care. In Renaissance Europe, it was often the local prince who had the greatest immediate impact upon the general population. Princely activities and civic responsibilities ranged from patronage of the arts to taxation of the populace, and a number of notable writers from the early sixteenth century set out to write down the qualities that a prince must possess, the vices that he must avoid, and the means by which he should assume and retain political and military authority.

Two very different ideas of political leadership were written by Niccolo Machiavelli of Florence and Erasmus of Rotterdam. Machiavelli was a civil servant who wrote The Prince (1513) in exile, having been ousted from the city government during a shift in political power. Erasmus was Europe's most famed humanist scholar, and he wrote his Education of a Christian Prince (1516) in the form of a letter to the sixteen-year-old Prince Charles, the future Holy Roman Emperor Charles V.

Machiavelli's The Prince exemplifies the infamous position that "the end justifies the means." A prince, according to Machiavelli, must cultivate a reputation for himself as merciful, faithful, humane, sincere and religious—but he must be prepared to be cruel and duplicitous when necessary.

In contrast, Erasmus' letter emphasizes the importance of the prince serving as a public example for his subjects: "whenever he goes out, he should take care that his face, his bearing, and above all his speech are such that they will set his people an example, bearing in mind that whatever he says or does will be seen by all and known to all." Clearly, it is Erasmus' view that more is expected of a public figure than of an average man or woman.

## Activity

The writings of Erasmus and Machiavelli provide examples of the opinions of two different Renaissance men on the responsibilities of political leadership. Teachers should present these writings to students in the context of a larger discussion about modern political leaders, their public and private conduct, and whether an "ends justifies means" rationale is ever appropriate for a political leader. Teachers should ask students to develop standards for political conduct, test these standards against the modern-day accusations of political misconduct, and consider whether or not the public and private actions of political leaders have an effect on the universal human rights of everyday citizens in today's world. Examples may include the Watergate Scandal, the Iran-Contra Affair, and the campaign finance scandal of the mid-1990's. Teachers may wish to focus students' research and writing on one particular human rights issue, such as the right to privacy.

## Further Exploration

After students have written standards which express their ideals for political leadership, they can write a more "Machiavellian" treatise that considers the realities of modern politics. This is a more difficult activity, which will require students to attempt to balance idealism and reality and to produce a functional code of ethics for leadership.

## Connections

This activity should encourage students to think about the inherent responsibilities of political leadership, formulating their own personal standards and expectations for people who represent them in their local and national government. Students will also think about the rights of citizenship, and the role that political leaders play in protecting the rights of individuals in harmony with the rights of society as a whole (Standard 6.1, Indicator 12).

## Resources

Erasmus, Desiderius. "The Education of a Christian Prince," translated by Neil Cheshire and Michael Heath, in Collected Works of Erasmus, vol.27.

Machiavelli, Niccolo. The Prince. Available in numerous translations.

# STANDARD 6.4

***All students will acquire historical understanding of societal ideas and forces throughout the history of New Jersey, the United States, and the World.***

## Introduction to Standard 6.4

Standard 6.4 requires students to understand the influence of social groups and institutions on the history of New Jersey, the United States and the World: In recent decades many historians have re-focused their research efforts on lives and voices of women, African-Americans and other social groups that have been underrepresented in traditional historical literature. The results of this research have not only transformed our understanding of past social groups, but also our perceptions of social institutions such as the family, the workplace, religious and educational organizations, and government. Standard 6.4 anticipates that students will acquire an historical understanding of social groups and institutions through exposure to a sequence of history instruction that emphasizes the following themes:

- The History of Social Classes and Relations
- The History of Gender Differentiation
- The History of Slavery
- The History of Agriculture
- The History of Population Movements
- The History of Cities and City Life

Standard 6.4 also provides a list of broad historical time periods in United States and World history that districts may use in their development of curricula based on these themes.

**United States History**

The Colonial Period (to 1763)
The Revolution and Early National Period (to 1820)
The Age of Civil War and Reconstruction (to 1870)
Industrial America and the Era of World Wars (to 1945)
The Modern Age
The Age of Imperialism and World War (to 1950)

**World History**

Prehistory (to 2000 B.C.)
The Ancient World (to 500 B.C.)
The World of Hemispheric Interactions (to 1400)
The Age of Global Encounters (to 1700)
The Age of Revolutions (to 1850)
The Modern World

## Framework for Standard 6.4

The instructional activities in this chapter make use of the above themes and time periods, and explore some of the key issues that are confronted by social historians, such as the influence of social groups on major historical events, the role of social institutions in supporting or combating injustice and oppression, and the impact of community values on individual behavior. The activities also reference **cumulative progress indicators**, or learning goals for students to master by the end of grades four, eight and twelve. Local curriculum developers and classroom teachers should closely examine how each of the thirteen cumulative progress indicators for Standard 6.4 is interpreted through the instructional activities provided. To prepare students for future statewide assessments, classroom teachers can document their teaching of the **Indicators** by clearly identifying them in lesson plan books, and through homework, tests, and writing assignments.

Several of the instructional activities in this chapter involve field trips and other out-of-school learning adventures. One activity describes a hypothetical field trip to Ellis Island; another proposes a trip to Seabrook farms to meet Japanese-Americans who were interned in prison camps during World War II. . Social history is about the everyday lives of past people, and the best source of information for this topic is often the community itself. Teachers may develop their own field trip ideas based on these models, or simply encourage students to interview family members, local historians, and older community residents about past events and issues. Such experiences can only enhance students appreciation of the past and its the relevance to their own lives.

**STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF SOCIETAL IDEAS AND FORCES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicators:** **1: Compare and contrast similarities and differences in daily life over time.**

**2: Identify social institutions, such as family, religion, and government, that function to meet individual and group needs.**

The family as a social institution is an essential thread in the fabric of our society. Our beliefs, morals, and attitudes stem from our family life and flow into the complexion of our nation. The traditional family consists of a social group having common characteristics. It is composed of parents and their children, and sometimes even grandparents. Although the structure of the family has changed over time, some basic characteristics have remained the same.

The goal of this unit is to instill in students the value of the family as a social institution and gain an understanding and appreciation of various families around the world—past and present.

**Grade Levels K-2**

## Families Past and Present

**Historical Period(s): The Ancient World (to 500 B.C.)**
**The Modern World**

**Historical Theme(s): The History of Gender Differentiation**

**Vignette**

This vignette focuses on Etruscan family life and invites students to compare and contrast similarities and differences in daily life over time. Students examine their own family life and draw comparisons to the family life of the ancient Etruscans. Students also examine how the family functions to meet individual and group needs.

> The teacher, Mrs. Fay, instructed her students to take out their Venn Diagram paper and listen to a story about ancient families. She told her students to make comparisons between the ancient families she described and their own families. She also asked her students to compare the roles of the father, mother and children of long ago with the same roles of today.
>
> "Once upon a time there lived an Etruscan family in the country that is now called Italy. They inhabited the west-central region, north of Rome, before the Romans came along." Ms. Fay pointed out the locations on a large map. "The name for Rome was originally an Etruscan word: *Roma*. The Etruscans were fine engineers, artists, and farmers. Like the Romans, family life was thought to be very important. In Etruscan families, the men hunted, fought, managed money, sheparded animals, and farmed the land. The women performed household work, such as spinning and weaving. The mother and father worked together to improve the lives of their family."

A student raised his hand and remarked that both his parents work as well as buy food and clothes for the family. "My dad is the mayor of our town, does all the banking, goes to work, shovels snow, reads to us with mom, and knows how to fix stuff. My mom cooks for us after she comes home from work, reads, exercises, plays the piano and helps us with our homework. Both of my parents go to baseball games too," added the student. Mrs. Fay encouraged the class to write on their Venn Diagram paper.

Mrs. Fay continued the story. "The Etruscan women took very good care of their health. They read and were very sophisticated. They also enjoyed much freedom because they were allowed to attend games and banquets. They also influenced social customs, such as dress and food preparation."

"The Etruscan man was considered to be the head of the household, teacher of the children, and leader of political activities, while his wife remained involved in family life and serve as his companion for social activities. The children had toys to play with just like you have. They also had words for son, daughter, wife, spouses, grandfather, grandmother, mother, father, brother and grandson." As the story continued, the students wrote down more comparisons between the Etruscans and their own families.

**Activities**

The following are suggested activities to help students achieve the performance indicators listed above:

1. The students can compare the Etruscan family with that of a modern day family, using a Venn Diagram. Students can present their information to the class in a short oral presentation.

2. Using available materials, students can create a talking mural depicting the activities of the daily life of an Etruscan family. They can number each part of their mural and tape record a description of each daily activity represented.

3. Students may research and write about their own heritage and how it relates to the traditions and daily life within their own family. This project may take the form of journal entries or, if available at home, a video tape of their family in action.

4. In groups of two, students can analyze the family roles of women, past and present. One student can serve as Ms. Past, the other as Ms. Present. Students can develop a script and perform a puppet show based on the information gathered.

**Further Exploration**

Students could explore past and present familial roles of the handicapped. How has the familial role of the handicapped changed over time? Students can watch the popular film, My Left Foot.

## Connections

This unit of activities covers a range of skills specified in the New Jersey social studies standards. Students analyze varying viewpoints of individuals and groups throughout history (Standard 6.3, Indicator 2). They also learn to identify common elements found in different cultures, describe ways that family members influence their daily lives, and explore the customs of different ethnic groups (Standard 6.5, Indicators 1, 2, and 3).

## Resources

Buranelli, Francesco. The Etruscans: Legacy of a Lost Civilization. Wonders, 1992.

Corbishley, Michael. Cultural Atlas for Young People: Ancient Rome. Cambridge: Oxford Ltd., 1989.

Ganeri, Anita. How Would You Survive As An Ancient Roman? Franklin Watts, 1995.

Howarth, Sarah. Roman People. The Millbrook Press, 1993.

James, Simon. Ancient Rome. New York: Alfred A. Knopf, Inc., 1990.

Liversidge, Joan. Everyday Life in the Roman Empire. B.T. Baskford, Ltd., 1976.

Video: My Left Foot

**STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF THE SOCIETAL IDEAS AND FORCES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicators:** **3: Identify instances when the needs of an individual or group are not met by their social institutions.**

**4: Identify events when people have engaged in cruel and inhumane behavior**

We live in a time and place of increasing ethnic and cultural diversity. We see our country, our state, and our community changing day by day. It is essential for educators to help our children to understand that diverse cultures and ways of living are all around them and that they should appreciate one another and people of different ethnic and racial groups everywhere through mutual understanding.

**Grade Levels 3-4**

# Many Faces, One Family

**Historical Period(s):** **Industrial America and the Era of World Wars (to 1945)**

**Historical Theme(s):** **The History of Social Classes and Relations**
**The History of Population Movements**

## Overview

The goal of this unit is to sensitize young children to the immigration experience and to its centrality in the development of our country. The vignette provided below describes a class trip to Ellis Island. Students listen to a first-hand account of the immigrant experience from their tour guide, Mr. Marconi. They learn about daily life at the turn of the century, the cultural and institutional barriers immigrants endured and the supportive networks of family and community that enabled immigrants to succeed in America. The follow-up activities listed at the end of the vignette are designed to reinforce students' knowledge of this important topic in American social history.

## Vignette

The students in Mrs. Smith's fourth grade class eagerly awaited their special visitor who was going to accompany them on their class trip to Ellis Island. Their special visitor was the great-grandfather of one of their classmates and an amateur historian. Mrs. Smith challenged her students to imagine themselves as an immigrant during Mr. Marconi's presentation. It was time for Mr. Marconi to arrive.

"Good morning, class," said Mr. Marconi. "I was invited to your class to share with you my experiences as an immigrant coming to a new land of opportunity."

As families and friends boarded the Ellis Island Ferry, Mr. Marconi discussed his memories of the Old World, and his experience as an immigrant arriving on the shores of America. He recalled the stories he had heard as a young man about a land of plenty with streets paved with gold. "Little did we know that we were the ones who had to pave the roads, build the churches, buildings and railroads," he laughed.

All of the new Americans from various places around the world contributed their time and talents in building a better and stronger America. "There were people from Czechoslovakia, Poland, Russia, the Netherlands, Ireland, Germany, Italy, Scandinavia, Greece, Hungary, and many more," the great-grandfather reflected. "Out of necessity, we clung to our own ethnic groups and shared stories about our families, and the religious holidays and festivals we celebrated in our native land. Of course, our lifestyles changed once we arrived here. We worked six days a week throughout the year and did not spend as much time with our friends and family as we did in the Old World. Eventually, we obtained better wages for our labor and were granted more leisure time."

Mr. Marconi also recalled the boat trip to America. "The boats were cramped, hot and smelly. People were getting sick, suffering from fevers, headaches, and seasickness. When we arrived at Ellis Island we were sent to the Quarantine Station and received *vaccinations* (shots) to prevent diseases such as smallpox. We also had to undergo physical and mental health tests. Some people were rejected for these reasons, while others were sent on to meet their sponsors—family members or friends who agreed to find you a job and/or temporary shelter."

"What did it feel like to you?" asked one student.

"I felt scared, but better knowing that I had a family member waiting for me with the promise of a job," replied Mr. Marconi.

"Where did you live when you first came to America?" asked another student.

Mr. Marconi replied, "I lived in Newark, the largest city in New Jersey. Most immigrants like myself moved to New Jersey's cities because jobs were available there, and also because these cities had ethnic neighborhoods that observed the customs of the Old World. This made the transition to America easier for many of us. Some of the large cities where my friends moved were Jersey City, Paterson, and our state's capitol, Trenton."

The great-grandfather went on to say that although immigration increased the population of New Jersey from 1900 to 1920, American attitudes about immigration changed in the 1930s and 1940s. The government established *quotas*, which limited the number of immigrants allowed to enter the country. He also mentioned that when the United States entered World War II, Germans, Italians, and some Japanese were interned at Ellis Island. The children of these people were schooled for months while their parents waited for hearings on their status.

The students at this point were eagerly writing all of this information down in their journal book of immigration history and drawing a picture of the visual scenes their visitor was creating for them.

Mr. Marconi went on to describe the immigration process to the students. "It was a very stressful time. The newcomers did not speak English. Therefore, many of us were misunderstood, names were changed and many were cheated out of money. We had to learn how to speak English in order to survive. We, as newcomers, discovered that these difficulties were only the beginning of a long, new road ahead of us on our journey to opportunity, growth and prosperity in our home called America."

As the students left Ellis Island and arrived back at their school, Mrs. Smith reminded them that they were going to use their experience and knowledge of their trip as they worked on various activities planned in this unit.

**Activities**

The planned trip to Ellis Island was designed to demonstrate in a most vital fashion the reality that most of our families have emigrated from other countries. The suggested activities for this unit help students explore America's diverse heritage and their own family's contributions to that heritage.

1. Students may keep a sequential written record in their journal of the visitor's account of the immigration experience. These entries should be written in the third person point of view. To enhance the entries, students can provide illustrations of each day's events.

2. Present the students with a controversial issue: although America does not have an official national language, the majority of the population reads, writes and communicates in English. Should new immigrants be required to speak English? Why or why not?

   After discussing the issue with students, teachers may divide the class into cooperative learning groups. Each group can elect a speaker to present a one to two minute argument before a panel of student judges. The panel of judges will be responsible for considering the merits of both arguments before rendering a final decision. (Teachers may wish to establish ground rules.)

3. Students can research the hardships immigrants experienced due to cruel and inhumane behavior of other groups. They can create a poster depicting events along with a short narrative.

4. Students can interview a family member or friend found on the Ellis Island Wall. After interviewing the subject, students can draft a short biography with illustrations included. Teachers can display these projects on a bulletin board.

5. Teachers can discuss with students the famous quote which is on display at Ellis Island. Students may interpret its meaning by writing a short paragraph.

   > "Before arriving in America, I heard the roads were paved with gold. When I arrived I found that I was the one who had to pave them."

**Further Exploration**

Students could explore the current wave of immigration, its impact on America today, and its potential impact upon the future. Contact the Newark Museum and Library, 49 Washington Street, Newark, NJ. (973) 596-6550 / (973) 733-7800

**Connections**

In addition to teaching students respect for people of different ethnicity (Workplace Readiness Standard 4, Indicator 6), these activities help students understand the causes and effects of human migration (Standard 6.8, Indicator 1), historical issues related to human rights (Standard 6.3, Indicator 4), and the impact of government policy on people's lives (Standard 6.1, Indicator 4).

**Resources**

Allyn and Bacon (eds.). *The Making of Our America* (Allyn and Bacon, Inc., 1974).

Cunningham, John. *You, New Jersey and The World* (Afton Publishing Co., 1990).

**STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF SOCIETAL IDEAS AND FORCES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 5: Compare and contrast developments in societies separated by time and/or distance.**

Comparative history highlights important trends in the development of societies, such as the changes in agricultural production and the growth of the industrial infrastructure that took place in different regions of the United States during the first half of the 20th century.

**Grade Levels 6-8**

# The Garden State

**Historical Period(s): Industrial America and the Era of World Wars (to 1945)**

**Historical Theme(s): The History of Agriculture**

### Overview

*The WPA Guide to New Jersey*, published in 1939 and reprinted by Rutgers in 1986, begins with "A New Jersey Silhouette."

> No phrase or nickname can supply an index to New Jersey, for in physical and sociological composition the state is fundamentally diverse. It is often called the Garden State; with equal reason it might be labeled the Factory State, or the Commuter State. ...
>
> Residents of southern New Jersey still look askance at products of the northern half, especially when the product is political oratory. The term "North Jersey" is used as a geographical designation with little sentiment, but "South Jersey" is spoken of by fishermen and farmers almost as a Virginian speaks of the Old Dominion.

A comparison of North and South Jersey land use and development and growth patterns will reveal similarities and differences. What are these? A useful exercise for students would be to study these patterns as a way to examine the notion that there are important geographic and cultural differences between the two parts of the Garden State.

### Activity

Students and teachers may study maps of both northern and southern New Jersey from 1900 to the present, focusing on land ownership and farm size and also focusing on the development of roads and highways through the region. Where were the roads built, when, and under whose auspices? What influenced the development of the regional infrastructure? Students may then examine historical maps of U.S. industrial and agricultural regions. What generalizations can be made? Are developments in land ownership and infrastructure similar to or different from the pattern in New Jersey?

As a follow-up activity, students and teachers may compose their own "New Jersey Silhouette," based upon the model in the WPA Guide and based upon what they have learned about land use and demographics in this unit. The Silhouette should be comprised of both written and graphic original material, created by the students, working independently and in groups. This activity may be used for instruction as well as assessment.

### Further Exploration

If this unit is used in schools in New Jersey's historically truck farming southern counties, it can be adapted as a hands-on, investigative educational exercise. Students can use their communities and the people who have lived their lives in them as resources for information, through interviews and local journalistic research.

In communities where students' own family histories are relevant to the history of agricultural development studied in this unit, students' families may be involved in students' learning.

This unit may be internet-based, partnering a classroom in South Jersey with a classroom, for instance, in Modesto, CA, for shared research and information and for shared publication audience for student work.

### Connections

By studying photographs depicting migrant labor, and by reading regional histories produced by writers under the sponsorship of the WPA, students have the opportunity to view, appreciate, and analyze the arts as media for the depiction of our national experience (Standard 6.2, Indicator 7). Students will also observe the influence on their environment of economic forces, their decisions, and their policies (Standard 6.6, Indicator 10). Finally, through studying and creating regional maps, students will gain in their understanding of the interaction of human and environmental factors (Standard 6.8).

### Resources

Local Chambers of Commerce in New Jersey

*The WPA Guide to New Jersey* (New Brunswick: Rutgers University Press, 1986).

**STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF SOCIETAL IDEAS AND FORCES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 6: Compare and contrast fixed customs of societies in the past and present, and explain how these customs represent the society's beliefs.**

Customs reveal a society's beliefs about the proper place and education of its members. Students should study customs from past and present societies to obtain a better understanding of social history.

**Grade Levels 5-8**

# The Initiation of Youth

**Historical Period(s):** **Prehistory (to 2000 B.C.)**
**The Colonial Period (to 1763)**
**Industrial America and the Era of World Wars (to 1945)**
**The Modern Age**

**Historical Theme(s):** **The History of Literature, the Arts, Education and Popular Culture**

## Overview

Societies use cultural artifacts and customs to transmit their beliefs to their youth, and to attempt to persuade their youth to accept the beliefs and values of their society. Such initiation rites have existed since the dawn of time. The Lascaut cave paintings in France (ca. 10,000 B.C.) depict scenes from a prehistoric hunting society. Young adolescent men were taken away from their families to spend dark nights in the caves as part of their initiation to becoming mature hunters.

In colonial America, women's crafts, like embroidery, used language and pictures to teach the society's values to young girls. The primitive portraiture of the time depicts idealized children, thus communicating colonial society's ideals about youth.

Horatio Alger's popular stories for boys, written between 1860 and 1890, celebrate the values of the Gilded Age. Alger's stories are depictions of a prototypical boy without any family or money or connections in society, who, by enterprise, good humor, hard work, and honesty, becomes a success.

## Activities

The teacher may discuss the above examples in historical-chronological sequence, or assign each of them to small groups of students as research projects. As a follow-up project, students may identify our society's art, craft, written, video, multi-media, or other artifacts, which operate to transmit our society's beliefs and values to our youth. Once students have identified present-day artifacts, they may then examine, analyze, evaluate, and report on our society's values as they are embodied in our artifacts. This culminating activity can be used for instruction as well as assessment.

## Further Exploration

In the culminating activity, the balance of prose writing to graphic representation may be adjusted to account for the varied needs and interests of the learner. In classes where students live in distinct subcultures of our society, the subculture's artifacts may be identified and studied separately and compared with our wider society, nineteenth century industrial society, colonial society, and the society depicted at Lascaut.

## Connections

Through study and discussion of various societies' popular cultural artifacts, students will enrich their understanding of diverse human experience (Standards 6.2 and 6.5). Students also will understand the impact of a society's economic welfare on the values it passes on to its youth (Standard 6.6).

## Resources

Alger, Horatio. Ragged Dick.

Craven, Wayne. American Art: history and culture. New York: Abrams, 1994.

*Joseph Campbell and the Power of Myth*, videotape series.

National Museum of American Art Washington, D.C.: Smithsonian Institute, 1995.

**STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF SOCIETAL IDEAS AND FORCES THROUHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 7: Understand how family, community, and social institutions function to meet individual and group needs.**

Individuals are, in part, products of larger organizations—families, communities and social institutions, such as schools, cultural and religious groups. These institutions shape individual sensibilities and actions. As the following activity illustrates, the behavior of adolescent groups sometimes mirrors the less noble attitudes of the larger communities that have shaped them.

**Grade Levels 7-8**

# Adolescent Culture in Medieval and Modern Societies

**Historical Period(s): The Middle Ages (to 1400)**
**The Modern Age**

**Historical Theme(s): The History of Cities and City Life**

### Overview

Adolescents bring a set of characteristic individual and group needs to be met by their families, communities, and social institutions. Key among those needs are autonomy, intimacy, peer affiliation, and self-esteem. In our contemporary society, as well as in some earlier societies, youth gangs function as family, community, and social institution to meet those needs. Youth gangs are not unique to our society, but insofar as their activities are violent and illegal, youth gangs threaten the well-being of our youth and our society. In this unit, students and teachers may examine the role of youth gangs in our society, some of the roles of youth gangs historically, the role of adults and adult gang membership in relation to youth gangs. Students will look at themselves in their social context.

In the Middle Ages, *charivaris* were mob-like demonstrations by youth whose purpose was to disrupt the community until a bribe was paid to quiet them. The youth demonstrators viewed their role as guardians of social morality, protesting immoral social behavior. The history of the Masons illustrates a semi-secret social organization configured with great formality to meet the economic, social, affiliative, identity, and self-esteem needs of its members.

### Activities

Students and teachers may study these histories and, by comparison, analyze how they are similar to and different from the youth affiliations in the students' own lives.

Students may use forms of mapping to depict their own family, community, and social affiliations. Students should create maps which represent their view of themselves in relation to the various people and institutions that comprise their social environments. Students may be asked to reflect in writing upon how their array of social affiliations work to meet their needs.

The poet W.H. Auden called *Romeo and Juliet* "not just the tragedy of two individuals but the tragedy of a city." Students and teachers may read/view *Romeo and Juliet* and *West Side Story* and respond to the following questions. In what regards are the deaths in both plays personal tragedies? In what regards are the deaths in both plays losses to the cities in which they occur? In what ways are the young characters responsible for the civic and personal losses? In what ways is the whole city responsible? In what ways is the older generation, parents and role models, responsible? What options might the characters have had to act in ways that could have saved themselves and/or helped their cities?

Write a future for Romeo, Juliet, Tony, and/or Maria had they survived the events in the plays. Teachers may use this writing assignment for instruction as well as for assessment.

### Further Exploration

Teachers and schools who wish or need to expand this social studies unit can do so in both cognitive and affective domains. An additional unit, with a similar text-based structure to the unit described here, might study *Lord of the Flies* and the novel on which it is based, *The Coral Island*, by R.M. Ballantyne. Students can analyze and evaluate the social systems the two sets of boys create. Many of the response items for *Romeo and Juliet* and *West Side Story* are appropriate here.

Middle schools where youth gangs are a factor in the lives of the students may wish to coordinate this unit with intervention by a psychologist in the field.

In middle schools where youth gangs do not present an influence in the lives of the students, this unit remains useful. Adolescent peer groups, historically and now, present an important and concrete example for the implementation of this performance indicator. Using history, literature, personal reflection, and student writing, the schools as social institutions can function to improve their students' objective understanding of themselves in relation to the various social institutions in their lives.

### Connections

Through the study of youth gangs, youth needs, and youth in their communities, students and teachers will engage in informed civic discourse about how to resolve conflicts between diverse cultures in our democratic society (Standard 6.2).

### Resources

Ballantyne, R.M. *Coral Island*.

Branch, Curtis.*Clinical Interventions with Gang Adolescents and Their Families* (Boulder, Co. Westview Press, 1997).

Covey, H.C., Menard, S., & Franzese, R.J.. *Juvenile gangs* (Springfield, IL.: Charles C. Thomas, 1992).
Golding, William. *Lord of the Flies*.

Romeo and Juliet; West Side Story. (1965). Dell: New York.

**STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF SOCIETAL IDEAS AND FORCES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 8: Understand how historical and contemporary ideas, perceptions, and occurrences have led to prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.**

This indicator focuses on past and present instances of discrimination and bias committed by individuals and/or institutions. Students should know that such events have taken place in New Jersey, United States and World history.

**Grade Levels 5-8**

# The Story of Seabrook Farms

**Historical Period(s): Industrial America and the Era of World Wars (to 1945)**

**Historical Theme(s): The History of Population Movements**

## Overview

In the months following the Japanese bombing of Pearl Harbor, the United States government interned several thousand Japanese-Americans in camps scattered throughout California and the Northwest. The most well-known of these internment camps, Manzanar, confined hundreds of families in abandoned air force barracks located in the California desert. Despite harsh conditions, these families farmed the land, built schools and created a vibrant community at Manzanar. After the war, Japanese-Americans were recruited from Manzanar and other government-run internment camps to work in the fields and frozen processing plant at Seabrook Farms, in Cumberland County. The Seabrook Educational and Cultural Center keeps a museum and records of the lives of the people who came to work there after the war, including the transplanted Japanese-Americans. (Note: In 1994, the United States government officially apologized to Japanese-Americans for this regrettable incident).

## Activity

Teachers may discuss the internment of Japanese-Americans during the Second World War. Students should understand that the U.S. government's internment of Japanese-American citizens is an example of government-sponsored discrimination and expulsion. Other governments at other times in recent history have found popular support for such policies.

Students and teachers may visit and make use of the Seabrook Educational and Cultural Center to learn about the work force recruited to work at Seabrook Farms. Students can view films, read first-person accounts, and discuss the confiscation of the property and forced relocation of Japanese-American citizens from California during the Second World War. Students should be asked to consider the complex motives behind this extraordinary government action: economic pressure to eliminate Japanese property from local markets, racism, and war fears.

Students and teachers may also discuss how the Japanese-American internment is similar to, and also different from, the holocaust in Europe, apartheid in South Africa, or the cultural revolution in China. Students should be helped to understand the nature of the ideas, perceptions, and events that have permitted official government inhumanity toward sections of its population.

Finally, students and teachers may study the Bill of Rights. They may articulate its purpose and analyze the specific rights of citizens that the government violated when it sponsored the removal and internment of Japanese American citizens. Students also may analyze which rights protect which areas of their own lives.

### Further Exploration

Our society contains many people whose lives were changed because of government-sponsored prejudice, discrimination, expulsion, genocide, slavery, and the holocaust. Teachers can invite these community members to work with the students in the course of this unit. The extra material in the unit -- the world events on which it focuses -- can be selected by the teacher to match the experiences of the community members brought in to help work with the students.

### Connections

By understanding the government action described above, the students will gain a clearer understanding of the need to consider the rights of all Americans even in wartime. (Standard 6.1).

By studying the groups of people recruited to South Jersey to work at Seabrook Farms, students will find an example to illustrate the processes, patterns, and functions of human migration and settlement (Standard 6.8).

### Resources

JACL National Education Committee. The Japanese-American Experience: A Lesson in American History. San Francisco: Japanese-American Citizens League. 1994.

Seabrook Educational and Cultural Center. John Fuyuume, Director.

Seabrook, John. "Personal history: the spinach king". The New Yorker, Feb. 20 &27, 1995, pp. 222-235.

Takaki, Ronald. A Different Mirror: A History of Multicultural America. Boston: Little Brown, 1993.

**Indicator 9: Evaluate the views, beliefs and impact of different social groups on a given historical event or issue.**

The history of democracy in the United States may be read as a history of different groups fighting for and eventually achieving greater participation in government. In analyzing the history of democratic reform in the United States, students should realize the efforts of groups such as African-Americans and women to obtain political rights were often thwarted by more powerful interest groups. The following activity focuses New Jersey women's right to vote in the Early Republic and the events and issues which led to a suspension of this right for over one hundred years.

**Grade Levels 9-12**

# New Jersey Women's Suffrage

**Historical Period(s): The Revolution and Early National Period (to 1820)**

**Historical Theme(s): The History of Gender Differentiation**

## Overview

During the early years of the American republic, New Jersey was the only state which allowed women the right to vote. A provision in the 1776 New Jersey Constitution granted the franchise to "every person worth fifty pounds." This provision was supported by 1790 law which explicitly referred to electors as "he or she."

Despite their status as voters, New Jersey women were viewed with suspicion by the major political parties vying for power in New Jersey, the Federalists and the Democratic-Republicans. Both parties feared the potentially strong and somewhat unpredictable influence women could exert in state and local elections. Such fears were magnified by concerns over voter fraud, a widespread problem during a time when the ballot moved around the state and the practice of a secret or "Australian" ballot had yet to be adopted.

Distrust of women voters reached its zenith during a hotly contested Essex county election in 1807. The widespread voter fraud in this election to determine the site of the county courthouse was blamed on women voters and the state legislature subsequently rescinded their right to vote. This right was restored over a century later.

## Activity

Teachers can obtain primary source materials (see **Resources** section) documenting public attitudes about New Jersey women's right to vote. These materials should include the perspectives of proponents and opponents of women's suffrage. After organizing the selected documents, teachers can divide the class into cooperative learning groups and stage a classroom debate on women's suffrage. This debate may take the form of a legislative hearing on voter fraud or the deliberations of a political party meeting prior to a major county or state election. The latter option may be extended through a discussion of women's involvement in political parties today.

### Further Exploration

This activity may be expanded into a larger unit on the history of women in New Jersey. Students can use available primary and secondary source materials to develop research papers on the following suggested topics: the history of New Jersey women's suffrage, New Jersey women's volunteer organizations during the Progressive Era, and the role of women in twentieth century New Jersey politics.

### Connections

This activity will allow students to locate, access, analyze and apply information about public issues in order to evaluate the validity of different points of view (Standard 6.1, Indicator 12) and analyze the functioning of government processes, such as elections in school, town or community projects (Standard 6.1, Indicator 14). Students should also be able to understand views held by people in other times and places regarding the issues they faced (Standard 6.5, Indicator 14) and analyze how beliefs and principles are transmitted in a culture (Standard 6.5, Indicator 16).

The activity can also be related to the impact women have had on the changing nature of work and the workplace. Students may discuss how gender influences the structure and behavior of institutions, public and private (Standard 1.4, Indicator 6).

### Resources

Crocco, M. and McGoldrick, N.. *Reclaiming Lost Ground: The Struggle for Women's Suffrage in New Jersey* (New Brunswick: New Jersey Council for the Humanities, 1993). The definitive study on New Jersey women's suffrage. Includes many useful primary source documents.

New Jersey Historical Society. *Proceedings of the New Jersey Historical Society.* Includes numerous studies and documents related in New Jersey women's history. Available at local libraries around the state.

Alice Paul Centennial Foundation, Moorestown, New Jersey. Guided tours and lectures at the home of New Jersey's most famous suffragette. An excellent idea for a field trip. Call for details, (609) 231-1885.

**STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF SOCIETAL IDEAS AND FORCES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES AND THE WORLD.**

**Indicator 10: Evaluate how individuals, groups and institutions influence solutions to society's problems.**

This indicator focuses on the actions of individuals or groups that have positively impacted public policy decisions relating to a broad range of societal problems. Activities should provide students with opportunities to study such individual and/or group contributions in the specific context of actions taken to address such societal problems and issues.

**Grade Levels 9-12**

# The Fair Housing Act of 1985

**Historical Period(s): The Modern Age**

**Historical Theme(s): The History of Population Movements**

### Overview

Throughout the 1950's and 1960's, New Jersey's largest cities showed signs of urban decay while its suburban communities prospered. Many of these emerging communities began to use their zoning authority to maintain and to continually improve themselves. In many cases this involved limiting the numbers of apartments available where home ownership was believed to be a major factor in community stability. In some cases, critics argued that this practice prevented the movement of low and moderate income people into their town. With the passage of the Fair Housing Act of 1985, the New Jersey legislature sought to remove these barriers to the free movement of people into the suburbs.

### Activity

Teachers should provide students with an overview of the history of suburbanization in the United States. Students may read selections from contemporary history in examining the growth of the suburbs and the contention of some that certain communities have adopted restrictive zoning practices which discriminated against minorities. See, for example, historian Kenneth Jackson's famous study of suburban life, Crabgrass Frontier, for a n example of one side of the discussion of the racial and economic politics of housing policy. Students can then review a copy of New Jersey's "Fair Housing Act of 1985" and decide whether this law might be effective in preventing discrimination in housing policy.

### Further Exploration

This activity enables students to identify key elements of the housing situation in New Jersey, analyze the response of elected officials to the housing question and evaluate the role of the Governor, Supreme Court or the legislature in solving the problem of housing discrimination. Students can extend this activity by attending town council or zoning board meetings and conducting a survey of housing needs in their own community .

## Connections

This activity allows students to analyze the role of the individual and the government in promoting the general welfare of the community under the Constitution (Standard 6.1, Indicator 13). The activity also enables students to judge whether a state law serves to maintain continuity or to promote positive change (Standard 6.4, Indicator 11).

## Resources

Jackson, Kenneth. Crabgrass Frontier: The Suburbanization of the United States. Cambridge: Oxford University Press, 1984.

O'Conner, Peter, et al. *Our Town: Race, Class and Housing in America's Suburbs The New Jersey Register*

*The New Jersey Legislative Manual*

New Jersey Department of Education

Take Me To . . .

# Social Studies Curriculum Framework First Draft

DEPARTMENT OF EDUCATION
Office of Standards and Professional Development
February 1998

- The New Jersey Department of Education, Social Studies Curriculum Frameworks First Draft are stored in Adobe Acrobat (PDF) **Version 3.0**. PDF formatted documents appear the same as the original printed forms. In order to view and print these forms, you must have the PDF Reader 3.0 which is available free from Adobe. Click here to learn more about Adobe Acrobat or to download the latest version of the Adobe Acrobat viewer from the Adobe Web site.
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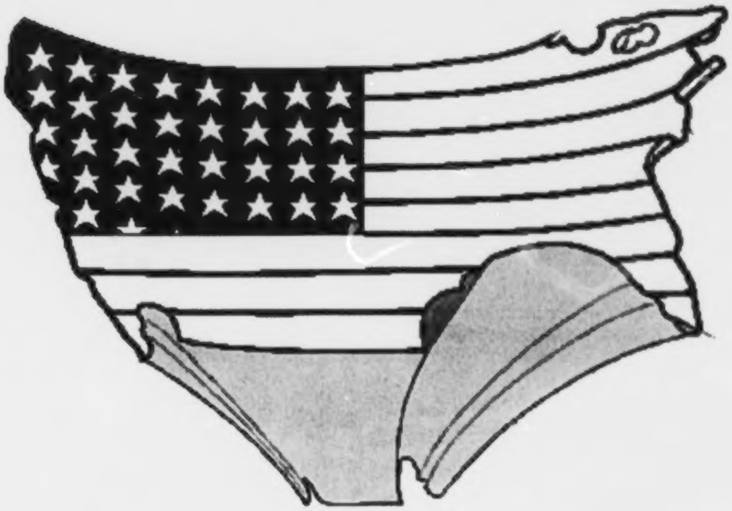

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**STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF SOCIETAL IDEAS AND FORCES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 11: Analyze historical and contemporary circumstances in which institutions function either to maintain continuity or to promote change.**

Students should understand how institutions—economic, governmental and cultural—have served both as agents of change and as barriers to social progress.

**Grade Levels 9-12**

# Comparing American Slavery with Russian Serfdom

**Historical Period(s): The Age of Revolutions (to 1850)**
**The Age of the Civil War and Reconstruction (to 1870)**

**Historical Theme(s): The History of Slavery**

### Overview

Between the fifteenth-century and mid seventeenth-century, Russian feudal lords had accumulated sufficient debt from their peasant labors to force them into serfdom, a condition of permanent servitude. The institution of serfdom grew during the eighteenth century as newly-opened trade markets in European created a greater demand for cheap labor. At the same time in the New World, indentured servants, both black and white, labored on English farms and plantations. Although indentured servitude survived into the eighteenth-century, it was replaced by total slavery, as the cost of importing slaves from Africa declined. Gradually, systems of human bondage began to disappear, in Western Europe first, extending outward to the perimeters of European civilization in Russia and America by the 1860s.

### Activity

The juxtaposition of American slavery with Russian serfdom provides students with an opportunity to examine the evolution of forced labor systems in two contemporary societies separated by geography. In their comparative investigation of these two systems, students should consider the following questions:

1. *To what extent did social class differences between serfs and indentured servants affect the development of forced labor in Russia and the New World?* Many indentured servants were formerly free men who sold their labor in exchange for the opportunity to achieve wealth in the New World. Landowners in the colonies feared the rebellious spirit of their servants. The growth of African slavery in the colonies coincided with the growing economic demands of the indentured class. In Russia, the feudal hierarchy was more firmly entrenched, making it easier for Russian nobles to impose serfdom on the Russian peasantry.

2. *How did global economic trends contribute to the growth of forced labor systems in Russia and the New World?* The opening of new trade markets around the globe generated greater demand for agricultural products, prompting landowners to seek cheaper forms of labor.

After researching similarities and differences between American slavery and Russian serfdom, students can draft a short essay on the topic. This essay may extend beyond the above questions to consider theories of institutional change.

### Further Exploration

Advanced students who are interested in studying American slavery can read either Eugene Genovese's Roll, Jordan, Roll or Kenneth Stamp's The Peculiar Institution. Stamp's book questions whether the system of American slavery was unique or not.

### Connections

This activity requires students to identify patterns and investigate relationships between two institutions (Workplace Readiness Standard 3, Indicator 9) and formulate hypotheses about their historical development (Workplace Readiness Standard 3, Indicator 3).

### Resources

Genovese, Eugene D. Roll, Jordan, Roll: The World the Slaves Made. New York, 1974.

Gutman, Herbert. The Black Family in Slavery and Freedom, 1750-1925. New York, 1976.

Kingston-Mann, Ester and Mixter, Timothy (eds.) Peasant Economy, Culture and Politics of European Russia, 1800-1821. Princeton: Princeton University Press, 1991.

Kolchin Peter. Unfree Labor: American Slavery and Russian Serfdom. London: Oxford University Press, 1987.

**STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF SOCIETAL IDEAS AND FORCES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 12: Argue an ethical position regarding a dilemma from the study of key turning points in history.**

Students should learn to make reasoned arguments about moral dilemmas posed throughout history.

**Grade Levels 9-12**

# The Banishment of Anne Hutchinson

**Historical Period(s): The Colonial Period (to 1763)**

**Historical Theme(s): The History of Gender Differentiation**

### Overview

By the mid 1630's, the Massachusetts Bay Colony was dominated by the Puritan clergy who would not permit critics to undermine their authority. Anne Hutchinson chose to challenge this authority in light of her own interpretation of religious dogma. This confrontation led to her expulsion from the church and banishment from the community.

### Activity

Students will view the film *Profiles in Courage: Anne Hutchinson* and/or read excepts from her testimony before a Puritan Court.

### Further Exploration

This activity enables students to examine the reason for Anne Hutchinson's dilemma and to evaluate the effects of the controversy on the Massachusetts settlement. As an extended activity students could explore other examples of dilemmas faced by Americans at critical points in our history. Examples include John Adam's decision to defend the British soldiers connected with the Boston Massacre or George Mason's decision to oppose the ratification of the Constitution of the United States.

### Connections

This activity requires students to evaluate the views, beliefs and impact of different social groups on a given historical event or issue (Standard 6.4, Indicator 9), analyze historical circumstances in which institutions function either to maintain continuity or promote change (Standard 6.4, Indicator 11) and evaluate actions an individual, group or institution might take to counteract incidents of prejudice, discrimination or expulsion (Standard 6.4, Indicator 13). Students also can weigh the multiple influences of gender, family background, religion, ethnicity, socioeconomic position and nationally on individual identity (Standard 6.5, Indicator 17).

**Resources**

Bailey, Thomas and Kennedy, David. The American Spirit

Kennedy, John. Profiles in Courage

*Profiles in Courage: Anne Hutchinson*

**STANDARD 6.4 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF SOCIETAL IDEAS AND FORCES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 13: Evaluate actions an individual, group, or institution might take to counteract incidents of prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.**

By evaluating the actions of individuals, groups, and institutions take to counteract different forms of injustice, students can develop a deeper understanding of the complicated nature of prejudice and discrimination. The following activity focuses on an instance of Anti-Semitism on a university campus in the early 1920s. Through considering the actions of undergraduates on campus, the university president, the media and the mayor of the city, students can examine the flow of interactions in the problems associated with covert and overt prejudice and discrimination. The follow-up activity allows the same problem to be illuminated in a modern global and/or local example.

**Grade Levels 9-12**

# The Problem of Anti-Semitism

**Historical Period(s): Industrial America and the Era of World War**

**Historical Theme(s): The History of Social Classes and Relations**

### Overview

Students should realize that anti-Semitism is one of the most common forms of bias crime in the United States. To address this important topic, teachers may choose a number of approaches outlined in the New Jersey Holocaust curriculum. The activity below, which has been excerpted from Ronald Takaki's, *A History of Multicultural America*, presents a true story of anti-Semitism at a prestigious American university.

### Activity

**Students should read the following article and complete the accompanying worksheet:**

A government report noted how The University was "practically filled with Jewish pupils." But the increasing presence of Jewish students at The University provoked a backlash. A writer for a popular informational magazine complained that the upwardly mobile Jew sent "his children to college a generation or two sooner than other stocks," and that consequently there were "in fact more dirty Jews and tactless Jews in college than dirty or tactless Italians, Armenians, or Slovaks."

On campus, anti-Semitic murmurs and complaints swept across the commons. A dormitory was called "Little Jerusalem" because of its large number of Jewish students. Expressions of resentment and ethnic epithets began to circulate: "Jews are an unassimilable race, as dangerous to a college as indigestible food to man." "They are governed by selfishness." They do not mix. They destroy the unity of the college." "They memorize their books! Thus they keep the average of scholarship so high that others with a degree of common sense, but less parrot-knowledge, are prevented from attaining a representative grade."

The President of The University, in a letter to one of the nation's most popular newspapers, offered a reason why he felt it was important for The University to keep Jewish enrollment stable: "There is perhaps no body of men in this country…with so little anti-Semitic feeling as the instructing staff of The University. There is, most unfortunately, a rapidly growing anti-Semitic feeling in this country…fraught with great evils for the Jews…The anti-Semitic feeling among students is increasing, and it grows in proportion to the increase in the number of Jews."

Meanwhile, The University had instituted new admissions criteria and procedures. The new policies respectively stressed the need for well-rounded students and "regional balance" in order to "raise the proportion of country boys and students from the interior." In addition, for the first time in The University's history, applicants were required to submit a passport-sized photograph "for purpose of identification and later use by the Dean's office." After the establishment of these new policies, Jewish admission to The University declined.

Not everyone agreed with the President of the University. At a banquet in the home city of The University, the Mayor of the city criticized The University for seeking to bar students because of an "accident of birth." "God gave them their parents and their race, as he has given me mine. All of us…are guaranteed equality, without regard to race, creed, or color."

## STUDENT WORKSHEET

**Student Worksheet: Name**______________________________________

**Answer the following questions in relation to the article you have read in class.**

1. List below those incidents or comments in the article that represent acts of prejudice.
2. List below those incidents or comments in the article that represent acts of discrimination.
3. Provide examples of a stereotype in the article.
4. What is your opinion about the President of the University's comments in the article?
5. What is your opinion of the Mayor's comments in the article? What does he mean about an "accident of birth?"
6. In what century and decade does this incident take place? *(1920's)*
7. In what country does this incident take place? *(USA)*
8. What University is discussed in the article? *(Harvard)*
9. What informational magazine published the comments in the article? *(The Nation)*
10. What newspaper published the Presidents comments? *(New York Times)*

**Further Exploration**

Students may be given a follow-up activity that involves an examination of current event similar to the one described here. It would be particularly useful to identify modern examples of prejudice/discrimination that demonstrate society's attempts to resolve these problems. Similar prepared readings may offer further clarification and example to students concerning these complex social relationships.

**Connections**

This activity helps students understand the views that people of different times held about race and ethnicity (Standard 6.5, Indicator 14), as well as the extent to which educational institutions of the past have either reinforced or opposed these views (Standard 6.4, Indicator 11).

**Resources**

Takaki, Ronald. *A Different Mirror: A History of Multicultural America* (Boston: Little, Brown and Company, 1993). Chapter 11, ***Between "Two Endless Days,"*** provides the teacher with a broader view of anti-Semitism during this time period.

*Uniform Crime Report*. Published yearly by the New Jersey State Police, [609] 882-2000, Ext. 2917. This study provides a statistical view of bias crime in New Jersey.

# STANDARD 6.5

***All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the World.***

### Introduction to Standard 6.5

Standard 6.5 requires students to understand three important anthropological concepts as they apply to the history of New Jersey, the United States and the World: 1.) culture as a system of human survival and adaptation; 2.) culture as a set of adaptive responses to specific environmental, economic and political conditions; and 3.) culture as a fluid and dynamic process. Through studying these concepts, students can move beyond a narrow sense of themselves and their communities to a more sophisticated understanding of how different cultures have evolved over time Standard 6.5 anticipates that students will acquire an understanding of these concepts through exposure to a sequence of history instruction that emphasizes the following themes:

- The History of Religion and Education
- The History of Literature and the Arts
- The History of Popular Culture
- The History of Philosophy, Law, and Social and Political Thought

Standard 6.5 also provides a list of broad historical time periods in United States and World history that districts may use in their development of curricula based on these themes.

### United States History

The Colonial Period (to 1763)
The Revolution and Early National Period (to 1820)
The Age of Civil War and Reconstruction (to 1870)
Industrial America and the Era of World Wars (to 1945)
The Modern Age

### World History

Prehistory (to 2000 B.C.)
The Ancient World (to 500 B.C.)
The World of Hemispheric Interactions (to 1400)
The Age of Global Encounters (to 1700)
The Age of Imperialism and World War (to 1950)
The Modern World

### Framework for Standard 6.5

The instructional activities in this chapter make use of the above themes and time periods, and are designed to introduce students to the basic anthropological concepts of human survival and adaptation, cultural conflict, and cross-cultural diversity. The activities also reference **cumulative progress indicators**, or learning goals for students to master by the end of grades four, eight and twelve. Local curriculum developers and classroom teachers should closely examine how each of the eighteen cumulative progress indicators for Standard 6.5 is interpreted through the instructional activities provided. To prepare students for future statewide assessments, classroom teachers can document their teaching of the **Indicators** by clearly identifying them in lesson plan books, and through homework, tests, and writing assignments.

The instructional activities presented in this chapter focus on both the material (tools, housing, clothes) and non-material elements (values, attitudes, behaviors and belief systems) of culture. The chapter includes an elementary activity on the stone tools of early Native American tribes; an activity that asks middle school students to find evidence of shared customs within their peer groups; and a secondary level activity that examines the impact of different cultural groups on the cities of Boston, New York and Philadelphia. Teachers may use these models, or develop their own activities that explore the material and non-material aspects of cultural adaptation, conflict and change over time.

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**Editorial Note: Activities for Indicators 2, 3, 8, 9, 10, 11, 14, 16 and 17 are not included in this draft chapter. The final version of the chapter, which will be distributed this Spring, will include a complete set of activities for all eighteen indicators listed under Standard 6.5.**

**STANDARD 6.5 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF VARYING CULTURES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 1: Identify common elements found in different cultures.**

Beginning in the elementary grades, students should learn to identify common elements cross-culturally.

**Grade Levels K-4**

# *Ramadan*: The Muslim Month of Fasting

**Historical Period(s): 622 C.E. to The Modern Age**

**Historical Theme(s): The History of Religion**

## Overview

Once each year, Islam prescribes a rigorous, month-long fast (*siyam,sawm*) during the month of *Ramadan*. It is the ninth month of the Muslim calendar, which is based upon the phases of the moon. From sunrise to sunset, all adult Muslims (whose health permits) are required to completely abstain from food and drink. *Ramadan* is a time for reflection and spiritual discipline, for expressing gratitude for God's guidance and atoning for past sins, for awareness of human frailty and dependence on God, as well as for remembering and responding to the needs of the poor and the hungry.

The rigors of the fast of Ramadan are often heightened in tropical and sub-tropical Muslim countries, where severe heat makes the daylight fast all the more taxing. Relief comes only at dusk, when the fast is broken by a very elaborate and heavy meal, involving a number of courses, for which a number of special dishes are cooked. The breaking of the fast is seen as a community event, and it is often used as an excuse to get together with extended family and friends. The fast is always broken first with the eating of a date, the symbolic fruit of the desert and the Arabian peninsula where Islam was born, followed by several glasses of water and then tea. During the month of fasting, families rise very early, before the break of dawn, for breakfast, the only meal that will sustain fasters until sunset.

The month of fasting comes to an end with a great celebration, *Eid al-Fitr*, that lasts for three days and can be seen as akin to the celebration of Easter in the Christian world. For this occasion elaborate sweet dishes are prepared in the homes, and on the nights immediately before the holiday, familes are found swarming the streets shopping for new clothes and jewelery. Familes gather together to celebrate the occasion and spend the days paying visits to friends, sampling the different sweets and hors d'ouvres of each house.

## Activity

Fasting is a common requirement in many religions. As described above, for Muslims this involves a day long abstinence, even from water, and lasts for one month. The Jews fast for *Yom Kippur*, which translates as the "Day of Atonement." From sundown of the night before *Yom Kippur* until sundown of *Yom Kippur*, nothing is permitted: No food, no water, no smoking, no writing, no activity, but the contemplation of one's sins and atonement for them. For Christians, on the other hand, it is limited to the seven weeks of Lent before Easter; water is not restricted only the types of food. Hindus fast in the context of a vow. Duration of fast varies from a couple of days to lifetime. Sometimes they wish for "eternal enlightenment" in which case the fast can last a lifetime. More commonly they fast for specific personal wishes, such as the marriage of a child, good fortune, etc.

Fasting is a voluntary recommended act, prescribed because it is thought to be good for cleansing one's system. It is usually kept the day before a religious feast. Only water and particular fruits, such as bananas, are permitted for a twenty-four hour period.

Teachers can develop questions based upon the experiences of the religious and cultural experiences of the students' in the class. Students can introduce their peers to the fasting rituals observed by their families and help those not familiar with the tradition of fasting to understand it as a phenomenon both religious and otherwise. Students not accustomed to traditions of fasting in their households may contribute to the discussion by commenting on the way in which they view fasting. For instance, is fasting good for the health of a human being or not?

### Further Exploration

Students may compare their own experiences of fasting within their religious communities and amongst their friends. Teachers can read passages from the Hebrew Bible and the Koran that address the subject of fasting and how it should be practiced.

### Connections

This activity teaches students the customs of people from different religious and ethnic backgrounds (Standard 6.5, Indicator 3).

### Resources

Esposito, John L.. Islam: The Straight Path. New York: Oxford University Press, 1988.

Eliade, Mircea, A History of Religious Ideas. Chicago: The University of Chicago Press, 1978.

**STANDARD 6.5 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF VARYING CULTURES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES AND THE WORLD.**

**Indicator 4: Describe the influence of technology in daily life.**

Students can compare technology and cultural elements of today with Native American technology and culture of the past. By creating a parallel between Native American and modern technology, and other cultural traits, the students can begin to understand that although tools differ in materials and design they serve the same function in many cultures. By comparing other cultural elements such as housing, clothing, and food, the student gains further clarification of the common elements found in different cultures.

**Grade Levels 3-4**

# Stone Tools of the Lenape

**Historical Period(s): Prehistory (to 2000 B.C.)**
**The Modern World**

**Historical Theme(s): The History of the Arts, Popular Culture, and Social Thought**

### Overview

This activity compares the Native American cultures of the present and the past. By comparing past and present-day Native American technology, and other cultural elements, students can begin to understand that although tools differ in materials and design they serve the same function in many cultures. Fourth grade classes may study the life ways of the Lenape of New Jersey by examining the technology they employed to build homes, furniture and other essential objects. This technology may be compared with the technology used to create the same objects today. In order to accomplish this objective the teacher must prepare the following materials:

Eight small and thin pieces of soft wood.
A variety of different shaped stones all of which could be held in the hand.
One manual screwdriver, one electric screwdriver, and a few small screws.
A few leather straps.
A hammer and a few small nails.

### Activity

The teacher can begin by asking the class to define the objects. The teacher may ask which objects would have been used by the Lenape of New Jersey and which ones would be used today. The teacher can demonstrate the function and utility of each tool by joining the boards first with nail and stone, then with nail and hammer, then with the leather straps, and finally with screws, alternating between the electric and manual screwdriver. The students may decide which of the boards are joined the best and what tools seem most difficult to use. After establishing the fact that these are all tools that are used to join materials for building homes, chairs, etc., the teacher can ask the students to volunteer a list of things that were built or used by the Lenape and also used by the people of today (e.g., houses). Comparing Lenape long houses and modern homes in the method of construction, materials, and design will illuminate the similarities and differences in the housing of each culture. As more common cultural elements are identified, the students should make connections between the material elements of culture of the past and those of today.

**Further Exploration**

A visit to Native American cultural exhibits would expand the students experience with the full range of stone age technology. Numerous comparisons and examples can be collected for class use. Students may be interested in comparing the atlatl and bow and arrow to modern hunting weapons. Demonstrating the construction of stone tools through flintknapping with a follow-up visit to a tool factory would further contrast the technology of the past with the technology of the present.

**Connections**

In addition to teaching students about the common elements found in all cultures, this activity demonstrates the influence of technology in daily life (Standard 6.5, Indicator 4) and fosters an appreciation of the material artifacts of culture (Standard 6.5, Indicator 5). Students also practice the selection of appropriate tools and technology for specific activities (Workplace Readiness Standard 2, Indicator 2).

**Resources**

Contact the Geology Museum at Rutgers University in New Brunswick for information about Native American technology in New Jersey. They have an excellent collection of authentic materials and host student field trips to the museum. The New Jersey State Museum at Trenton also provides demonstrations on stone age technology for students and teachers.

Kraft, H.C. and Kraft, J.T.. *The Indians of Lenapehoking* (West Orange: Seton Hall University Press, 1985). This paperback and slide show package is an excellent source on Lenape for elementary school children.

Other archaeological sources include:

Cork, B. and Reid, S.. *The Young Scientists Book of Archaeology* (Tulsa: EDC Publishers, 1987)

McCarthy, G. and Marso, M.. *Learning Through Artifacts* (East Aurora, NY: DOK Publishers, 1986).

Robbins, M. and Irving, M.. *Amateur Archaeologist's Handbook* (New York: Harper & Row, 1995).

**STANDARD 6.5 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF VARYING CULTURES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 5: Understand material artifacts of a culture.**

Elementary students can examine material artifacts from different cultural environments and try to understand why different people from different cultures might use the same objects of everyday life in different ways.

**Grade Levels K-2**

# Dolls in Many Cultures

**Historical Period(s): The Ancient World (to 500 B.C.)**
**The Modern Age**

**Historical Theme(s): The History of Popular Culture**

**Overview**

In the ancient world, dolls were used as religious symbols and as children's playthings. In Europe, from the 15th century, elaborately attired "fashion dolls," given as gifts by monarchs and courtiers popularized certain styles of dress. By the 17th century, both boys and girls played with dolls. The German town of Sonnenberg came to be known for the manufacture of wooden dolls and dolls with china heads. By the early 20th century in Paris, dolls that could speak and open and close their eyes were coming into vogue. Frequent television advertisements and crammed shop windows in America today confirm that doll manufacturing is an important retail and manufacturing industry in this country.

In America, "Barbie" dolls have been popular for decades, along with stuffed, soft toys, such as muppets. In England and Europe paper dolls accompanied by a wardrobe of paper clothes, are also popular. In Asia, locally produced dolls are often colorfully decorated in ethnic costumes and are a particularly popular item among tourists. People who practice voodoo and witchcraft, use dolls as a miniaturized symbolic representation of the person upon which they intend to cast a spell. This doll is then manipulated and often pins are stuck into it.

**Activity**

Dolls come in all sorts of different shapes, sizes and forms. Teachers can describe the various types of dolls around the world and explain their different functions. After establishing the diverse uses and functions of dolls, teachers can ask students what games they play with dolls. American children, particularly girls, develop close associations with dolls, which often serve as role models for the child. Teachers may ask children what they admire most about their doll(s). Do any of their parents collect dolls as decorative artifacts for the house? Do they bring back dolls from foreign countries as souvenirs and gifts?

Foreign-born children may wish to talk about the forms that dolls take in their cultures. What kind of clothes do they have? How are they used by children? Do only girls play with dolls, or do the boys participate too? After posing these questions, teachers can ask students, individually or in groups, to provide their own account of the role that dolls have played in either their lives or in their society.

### Further Exploration

Students may compare the experience of growing up with dolls cross-culturally. The teacher may bring into class a sampling of dolls from the United States and abroad.

### Connections

This activity teaches students how to organize multiple sources of information and to draw informed conclusions (Workplace Readiness Standard 3, Indicator 12). Students also learn to identify common elements in different cultures (Standard 6.5, Indicator 1).

### Resources

(under development)

**STANDARD 6.5 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF VARYING CULTURES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 6: Examine particular events, and identify reasons why individuals from different cultures might respond to them in different ways.**

Elementary students learn that people from different cultures frequently respond to things in different ways because of their varied backgrounds and experiences.

**Grade Levels K-4**

# Christopher Columbus' Discovery of America

**Historical Period(s): The Age of Global Encounters (to 1700)**

**Historical Theme(s): The History of Travel and Communications**

## Overview

On August 3rd, 1492, Christopher Columbus sailed from Palos, Spain, with three small ships, the *Santa Maria*, commanded by Columbus himself, the *Pinta* under Martin Pinzón, and the *Niña* under Vicente Yáñez Pinzón. After halting at the Canary Islands, he sailed due west from September 6 until October 7th, when he changed his course to the southwest. On October 10th a small mutiny was quelled, and on October 12th he landed on a small island, now called Watling Island, part of San Salvador. On October 27th, he sighted Cuba and on December 5th reached Hispaniola. On Christmas Eve the *Santa Maria* was wrecked on the north coast of Hispaniola, and Columbus, leaving men there to found a colony, hurried back to Spain on the *Niña*.

His reception was all he could wish; according to his contract with the Spanish sovereigns he was made Admiral of the Ocean Sea and governor general of all new lands he had discovered or should discover.

## Activity

Columbus' discovery of America had a differential impact. Of course, as the beginning of a major period of discovery and exploration, it benefited Europeans and settlers. The effect on the native Americans already well-established in North America was initially good as the new settlers traded with the indigenous inhabitants. Ultimately, however, the native population were displaced from their lands and in 1887 were moved to reservations under the Relocation Act.

Students research the story of Columbus using appropriate references as they focus on the following questions:

1) How was the discovery of America perceived by the King and Queen of Spain, the sailors who shipped with Columbus, and the Native American peoples? How is it perceived today by

reputable historians? Using pictures of old maps of the world, pre- and post-Colombian, teachers can discuss the impact that the discovery of America had on the picture of the World.

After learning about the period of discovery and exploration, and studying the benefits of such exploration to civilization in general, students will be ready to make their own judgments about the signficance of the discovery of America and its impact on the lives of Europeans, Native Americans and our present-day society.

**Further Exploration**

Students can draft their own fictional accounts of Columbus' voyage and landing from the perspectives of his European sponsors, the sailors who shipped out with him and braved the dangers of what they thought was a flat ocean, and the native Americans who were there when Columbus and his crew walked ashore.

**Connections**

Through examining maps and tracing the route of Columbus' voyage, students will improve their spatial understanding of the world (Standard 6.8, Indicator 1).

**Resources**

(under development)

**STANDARD 6.5 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF VARYING CULTURES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES AND THE WORLD.**

**Indicator 7: Analyze differences and similarities among cultures.**

By analyzing the differences and similarities between societies, students can develop an operational definition of the term "culture." There are numerous definitions of culture in the literatures of sociology and anthropology. [1] The following classroom scenario illustrates how students can arrive at a definition of culture through the study of the Colombian period.

**Grade Levels 5-6**

# Defining Culture

**Historical Period(s): The Age of Global Encounters (to 1700)**

**Historical Theme(s): The History of the Law, Religion, and Political and Social Thought**

## Classroom Scenario

After an in depth examination of pre-Columbian culture in North America, a world history class was considering the impact the Age of Exploration had on Native Peoples. The focus of the activity was the cultural clash between Europeans and Native Americans. The students understood that this cultural clash occurred because of sharp differences between the beliefs and customs of the two cultures. Students were having difficulty understanding the term culture, and how different cultural perceptions can lead to differences in solutions to problems. In order to clarify the term culture and emphasize the idea that differences in values, attitudes, beliefs, and technology lead to differences in the way people find solutions to problems, the teacher structured the following activities:

## Activity 1

The class discussed the possibility of an alien visit to the earth. The teacher asked the students what they thought life was like on another planet. Students were asked to think about things that they are familiar with on Earth [housing, technology, religion, family, etc.] and suggest what these things would be like on another planet. As the teacher listed the responses of the students on the board students began to recognize that these elements may be used to define culture. Students organized the list into two categories: Elements of Material Culture, [Technology, Objects, etc.] and Elements of Non-material Culture [Values, Attitudes, Beliefs, etc.] After an interesting discussion the teacher asked the students to write a one paragraph definition of the term culture.

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[1] Barnouw, Victor. Anthropology: A General Introduction. Homewood, Ill: The Dorsey Press. 1979. "A culture is the way of life of a group of people, the configuration of all the more or less stereotyped patterns of learned behavior handed down from one generation to the next through the means of language and imitation." (p.2).

The students volunteered to read their definitions to the class, and the class listed the acceptable elements of the definition on the board. The teacher asked the students if they felt that a parallel could be drawn between an alien visit to Earth and European--Native American encounters. The class agreed that a parallel could be drawn between the two.

### Activity 2

Students were given the following worksheet for homework and instructions to use the text and list the differences between the two groups in the appropriate column. The worksheet was discussed during the next class period. During the discussion teacher and students discussed the different needs of Native Americans and Europeans that would have caused them to seek different solutions to the conflict.

| | Native Americans | Europeans |
|---|---|---|
| Government | | |
| Economic System | | |
| Subsistence Pattern | | |
| Technology | | |
| Patterns of Warfare | | |
| Attitude Toward Land | | |
| Tools | | |
| Religion | | |

### Further Exploration

After successfully defining the term "culture conflict" in relation to the Native American - European example above, students may be asked to complete one of the following assignment choices: write a poem, create a montage, find a song, find a news item, or write a short story, depicting a modern example of culture conflict. Each student would present and discuss the example with the class.

### Connections

The above set of activities are useful in teaching students respect for people of different races, ages, religions and ethnicity (Workplace Readiness Standard 4, Indicator 6). The cultural comparison grid described above guides students through a systematic thought experiment and helps them identify patterns and relationships between two sets of data (Workplace Readiness Standard 3, Indicators 7 and 9).

There are several related social studies indicators:

- 6.3.5 Explain relationships between cause, effect, and consequences, in order to understand significant historical events.
- 6.3.6 Assess positions of proponents and opponents at turning points throughout history.
- 6.3.7 Analyze how events and changes occurred in significant historical periods.
- 6.4.5 Compare and contrast developments in societies separated by time and/or distance.
- 6.4.6 Compare and contrast fixed customs of societies in the past and the present, and explain how these customs represent the society's beliefs.
- 6.7.8 Analyze geographical questions regarding major physical and human characteristics.

- 6.8.7 Identify the spatial patterns of settlement in different regions of the world.

**Resources**

*Learning About Peoples and Cultures* (McDougal, Littell. 1989). Student paper back and teacher's guide.

Bigelow, Bill. *Rethinking Columbus Slide Show*. Teaching for Change Catalog, P.O. Box 73038, Washington, D.C. 20056-3038.

Takaki, Ronald. *A Different Mirror: A History of Multicultural America* (Boston: Little, Brown and Company, 1993). Pages 21-44 provide an excellent overview of the Colombian encounter.

**STANDARD 6.5 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF VARYING CULTURES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES AND THE WORLD.**

**Indicator 12: Analyze how customs are transmitted in cultures.**

Cross-cultural comparison studies reveal how customs are transmitted and reinforced by cultural groups.

**Grade Levels 9-12**

# Adolescent Peer Groups

**Historical Period(s): optional**

**Historical Theme(s): optional**

## Overview

Customs are transmitted in cultures through the life-long process of socialization. Individuals learn through observation and a system of positive and negative sanctions. We behave in customary ways as a result of the expectations of our peers. Thus, the natural tendency is to follow the dominant cultural pattern and to avoid deviant behavior. We want to be accepted by our peers, fear their rejection and seek their affirmation. Adolescent peer groups are excellent examples of how these processes of cultural transmission and acculturation work.

## Activity One

Teachers may ask their students to observe the social structure of the cafeteria during lunch time. Students can list commonalities in the groups they observe: clothing styles, body posture, handshakes, demeanor, etc., and share their findings with class on the following day. Teachers can organize the observations on the board into a list of identifiable peer groups. For homework, Students can develop a list of the common elements found in their own peer group.

## Activity Two

Teachers can ask students how their group would react if someone brought drugs in, or smoked, or wore a suit, or any of the other kinds of behaviors that the group would consider inappropriate. Students can then debate the power of peer groups in shaping individual personality and style. The teacher may offer the following hypothesis: peer groups regulate appropriate and inappropriate behaviors and style. Students can test this hypothesis by selecting a simple and safe behavior (e.g., changing one's hair style) and observing the response of their peer group.

## Further Exploration

In addition to the above exercises, the entire class can test whether or not they could start a trend in the school by introducing a new colloquial word: FLEAP. Without letting other students know, the class could use the word fleap (which has no meaning) in a variety of situations. Students should be given one week to spread the new word and observe whether it becomes part of the regular school jargon.

## Connections

Through participating in the above activities, students reinforce their understanding of culture conflict and change (Standard 6.5, Indicator 11). The activities also enable students to conduct systemic observations and identify patterns and relationships among peer groups (Workplace Readiness Standard 3, Indicators 9 and 11).

## Resources

**(under development).**

**STANDARD 6.5 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF VARYING CULTURES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES AND THE WORLD.**

**Indicator 13: Analyze the mutual influences among different cultures throughout time.**

Students must realize that the "culture of a nation" is often an amalgam of customs, traditions and institutions imported by different groups at different times throughout history. This process of cultural change and adaptation is illustrated in the following activity which invites students to consider the impact of British colonial rule on India during the nineteenth century. Through participating in a mock United Nations assembly hearing on British/Indian relations, students investigate instances of cultural conflict, negotiate settlements, and reflect upon the way these cultures have impacted and influenced one another.

**Grade Levels 9-12**

# British Imperialism in the Far East

**Historical Period: The Age of Imperialism and World War (to 1945)**

**Historical Theme: The History of Law, Religion, Political and Social Thought**

## Overview

Throughout the nineteenth and early twentieth centuries, British Imperial rule exerted a powerful influence on the peoples of India and China. British rule in these countries frequently took the form of cultural imperialism as a host of political, legal, economic, and educational reforms were imported, institutionalized and eventually woven into the fabric of national culture. In some instances, these reforms came into conflict with the cultural practices of indigenous populations. The Sepoy Rebellion of 1857 (India) and the Opium War of 1839 (China) provide interesting case studies of the cultural conflict between British colonialists and their native subjects.

## Activity

In preparation for this activity, students should complete a unit on nineteenth century British imperialism, with a special emphasis on events and issues that illustrate the concepts of cultural conflict, negotiation, accommodation and/or compromise. Teachers may choose a particular event, such as the Sepoy Rebellion, and divide the class into teams representing the interests of the different cultural groups involved in the conflict. In this case, the following teams may be formed: 1. England 2. India: Hindu 3. India: Muslim. Each team will research the circumstances leading up to the conflict and the particular positions of their assigned cultural group. A fourth team can be added to research the procedural methods of the UN General Assembly. Their task will be to conduct the mock assembly hearing, maintain records of each team's presentations, and serve as brokers for a negotiated settlement. The objective of this hearing will be the development of a resolution that is satisfactory to all three teams.

Team research should focus on the following issues:

a.) Socio-cultural: the values, attitudes and religious beliefs underlying the conflict. How did the British respond to the conflict between Hindu and Muslim soldiers? Why? Individual students can assume the role of a Sepoy or British soldier and provide testimony to the UN General Assembly.

b.) Political: what role did political leadership and military organization play in the conflict?

c.) Economic: What were the forces driving British Imperialism? What people received economic benefits from imports and exports? What were the labor issues in the conflict?

d.) Geographic: How did Great Britain's geography motivate her colonial expectations?

**Further Exploration**

This activity may be applied to grades 9-12 social studies classes, and is well adapted to any discipline where conflict arises both past and present. A diplomatic party provides an interesting conclusion to the activity. Each delegation may prepare and provide food for the party, further enhancing the multicultural experience.

**Connections**

The above activity enables students to practice conflict resolution skills which are translatable to the workplace (Workplace Readiness Standard 4, Indicators 2, 4, and 5).

The activity can also be related to several other social studies performance indicators:

- 6.3.14 Analyze and formulate policy statements demonstrating an understanding of issues, standards, and conflicts related to universal human rights.
- 6.4.9 Evaluate the views, beliefs, and impact of different social groups on a given historical event or issue.
- 6.4.12 Argue an ethical position regarding a dilemma from the study of key turning points in history.
- 6.5.15 Interpret how various cultures have adapted to their environments.
- 6.6.11 Apply economic concepts and reasoning when evaluating historical and contemporary developments and issues.
- 6.6.12 Evaluate principles and policies associated with international trade.
- 6.8.17 Explain the historical movement pattern of people and goods, and analyze the bases for increasing global interdependence.

**Resources**

The standard text provides the basis for the introduction of concepts up to the research phase. Research should be extended into the library and home for individual teams. The teacher should be familiar with the array of cooperative learning strategies that may be adapted to this activity. The *"Conflict Resolution and Peer Mediation Guide"* distributed free by the New Jersey State Bar

Foundation, (1-800-FREE LAW) provides a number of excellent suggestions and guidelines for developing the General Assembly phase of the activity.

**STANDARD 6.5 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF VARYING CULTURES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 15: Interpret how various cultures have adapted to their environments.**

One of the major adaptations of cultures has been urbanization, the development of cities. The modes of urbanization throughout history have been a measure of the growth of cultures. An analysis of urban settlement patterns during the Colonial Period reveals how different cultural groups—the Dutch, the French and the English-- adapted to the New World.

**Grade Levels 10-12**

# City Planning in Colonial America

**Historical Period(s): The Colonial Period (to 1763)**

**Historical Theme(s): The History of Cities and City Life**

## Overview

In the colonization of North America, cultures and nations approached settlement in various ways, influenced by their own heritage and respective set of expectations. Over time, the nature and characteristics of these settlements changed, becoming increasingly urbanized and assuming more familiar European qualities. The founding of early communities (prior to 1670) such as New Amsterdam (later New York), Quebec by the French, and Boston by English Protestants provide an opportunity to examine why the Dutch, French and English desired to colonize North America, what they hoped to gain from the "new" world, and how they attempted to realize their objective by establishing significant settlements. William Penn's plan for his "intended metropolis" of Philadelphia in 1682 departed from earlier colonization plans in several ways: his city was a planned community of wide streets and large public spaces, an idea influenced by the Great Fire of London in 1666, he intended the city to be a "green countrie towne" surrounded by productive farms; and, his intended populace was a conglomerate of peoples, not a homogeneous group. As a consequence of Penn's desires for a diverse population, he translated into many European languages the promotional tracts describing the benefits and virtues of his colony and city. Eventually, his desire for a diverse population altered his plan for an orderly, "open" city and created tensions among his colonists.

## Activity

Students may compare early town plans for New Amsterdam/New York, Quebec, Boston, and/or Philadelphia. They should be able to identify characteristics, such as New Amsterdam's and Boston's rather haphazard, medieval street design and congested residential growth patterns or Philadelphia's logical, orderly, perpendicular cross-streets and public squares. Students might also examine New Jersey's colonial growth as two separate colonies, East and West New Jersey, and identify the settlement patterns of some of its principal communities, such as Burlington, Elizabeth, Newark, New Brunswick, Princeton and Trenton. In examining these early communities, students should identify the primary cultural group of the settlers (e.g., English, Dutch, Quakers, Calvinists, etc.) and the geographical features that influenced their settlement (rivers, seaports, mountains, etc.). As a supplementary activity, students can read one of William Penn's promotional tracts or other colonial accounts, such as Thomas Budd's description of West Jersey.

**Further Exploration**

Through this activity students could examine the numerous ethnic/socio-economic groups encouraged to live in the colonies in general and in Philadelphia particularly. They could evaluate colonial city planning and development, and analyze colonial urban institutions. Students could also research the founding of their own community and the various ethnic/socio-economic groups that settled there.

**Connections**

This activity prepares students to evaluate how individuals, groups and institutions influence solutions to society's problems (Standard 6.4, Indicator 10) and to analyze the mutual influences among different cultures throughout time (Standard 6.5, Indicator 13). Furthermore, the activity relates to a whole series of geographical understanding indicators dealing with urbanization (Standard 6.8, Indicators 14, 15, 16, and 17).

**Resources**

*Atlas of Colonial America.*

Davis and Haller, Eds., *The Peoples of Philadelpha.*

Fischer, D.. *Albion's Seed.*

Lemon, J.. *Best Poor Man's Country*

Lockridge, K.. *A New England Town: The First Hundred Years.*

Meyers, Cavelti, Kerns, Eds., *Sources of the American Republic.*

Meyers, *Accounts of Early Pennsylvania, New Jersey and Delaware.*

**STANDARD 6.5. ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF VARYING CULTURES THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES AND THE WORLD.**

**Indicator 18: Evaluate the mutual influence of technology and culture.**

Science and technology have a profound effect on the attitudes, values and "world views" of cultural groups. Conversely, cultural groups define the uses of science and new technologies. This indicator asks students to explore the dynamic between science and culture.

**Grade Levels 9-12**

# The Cultural Impact of Scientific Revolutions

**Historical Period(s): The Age of Global Encounters (to 1700)**
**The Age of Revolutions (to 1850)**
**The Age of Imperialism and World War (to 1950)**
**The Modern World**

**Historical Theme(s): The History of Social Thought**

## Overview

Science and technology have a major impact on culture, as can be seen by studying the progression of scientific thought from Galileo to Isaac Newton to Albert Einstein. Coupled with the ideas of "paradigm shift" (Thomas Kuhn) and the problem of the gap between the scientific and popular cultures (C.P. Snow), such study will introduce students to how science and technology have changed the culture in which we live.

## Activities

1.) Students can develop explanations of why European cultures were so slow to replace the geocentric theory with the heliocentric theory in response to the findings of Galileo in the 16th century.

2.) Teachers can explain how the work of Issac Newton in the 17th century and Albert Einstein's work in the 20th century laid the groundwork for such significant developments as atomic energy and television, and the impact of these developments on culture.

3.) Students can read selections from Kuhn's The Structure of Scientific Revolutions and Snow's The Two Cultures and then explain why the forces of both change and resistance of change emerge from culture.

## Further Exploration

There are a number of possibilities for extension of this unit. Students can illustrate heliocentric and geocentric theories in a pair of three-dimensional displays; they can survey the number of hours students watch television and relate the findings to Einstein's work on photoelectricity; and the can prepare a chart showing all of the ways that knowledge of atoms and their structures affects daily life.

## Connections

The above activities allow students to compare fixed customs of societies over time (Standard 6.4, Indicator 6) and to analyze how cultural and scientific institutions function either to maintain continuity or to promote change.

## Resources

Kuhn, Thomas S. The Structure of Scientific Revolutions. Revised Edition. Chicago: University of Chicago Press, 1970.

Jacob, Margaret C. The Cultural Meaning of the Scientific Revolution. Philsdelphia: Temple University Press, 1988.

Snow, C.P.. Two Cultures: and a Second Look. Second Edition. New York: New American Library, 1964.

# STANDARD 6.6

***All students will acquire historical understanding of the economic forces, ideas, and institutions throughout the history of New Jersey, the United States, and the World.***

## Introduction to Standard 6.6

Standard 6.6 requires students to understand basic economic concepts as they apply to the histories of our state, our country and the World. The new demands of the workplace along with the rise of a global marketplace make "economic literacy" a high priority for today's schools. Standard 6.6 defines "economic literacy" as a student's comprehension of the basic economic principles of exchange, opportunity cost, and supply and demand. Standard 6.6. also requires students to develop an understanding of government policies that regulate the private sector, international trade and economic development. Students may acquire an understanding of these economic concepts and policies through exposure to a sequence of history instruction that emphasizes the following themes:

- Early agriculture
- The History of Travel and Communications
- The History of Economic Regulation
- The History of Banking and International Finance
- The History of the Corporation

Standard 6.6 also provides a list of broad historical time periods in United States and World history that districts may use in their development of curricula based on these themes.

**United States History**

The Colonial Period (to 1763)
The Revolution and Early National Period (to 1820)
The Age of Civil War and Reconstruction (to 1870)

Industrial America and the Era of World Wars (to 1945)
The Modern Age

**World History**

Prehistory (to 2000 B.C.)
The Ancient World (to 500 B.C.)
The World of Hemispheric Interactions (to 1400)
The Age of Global Encounters (to 1700)
The Age of Revolutions (to 1850)
The Age of Imperialism and World War (to 1950)
The Modern World

## Framework for Standard 6.6

**Editorial Note: Three activities are previewed in this draft chapter. A complete set of activities for the sixteen cumulative progress indicators listed under Standard 6.6 will be included in the final version of the chapter, which will be distributed this Spring.**

**STANDARD 6.6 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF ECONOMIC FORCES, IDEAS, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 2: Describe the relationship of price to supply and demand.**
**Indicator 4: Distinguish between wants and needs.**

Students learn basic economic concepts: want, need, supply and demand and price. These, of course, are concepts which will continue to be studied throughout the grades.

**Theme: Concepts of trade and economic interdependence.**

**Grade Levels K-4**

# SUPPLY AND DEMAND

**Overview:**

(under development)

**Activities**

1. Introduce class to the concepts of trade and economic interdependence, using the newspaper and a weekly current events program. To demonstrate the complexities and issues surrounding international trade, divide the class into seven groups, explaining that each group represents a country, each of which is about to build a new structure to house its government. This structure will be made using materials common in the classroom.

2. Each country group is given a large bag with supplies, tasks, and discussion sheets. When the groups take out the supplies allocated to them, they find that other groups have more, fewer, or different supplies than they have. One group registers its frustration with having only a bottle of glue and a pair of scissors. This group soon learns, however, that these commodities are in great demand and, through some savvy trading, the students are able to acquire needed materials, but implementing effective trading strategies is the ultimate measure of success.

**Further Exploration**

The groups reconvene as a class, and students discuss how they felt when they saw the disparities in resources from one country to another. What problems did they encounter in trading? How does this activity mirror the real world? How does trading help or hinder a country?

**Assessment**

The teacher evaluates the success of the lesson by asking students to provide other examples of how our economic system is connected to or dependent upon other countries.

**Connections**

(under development)

**Resources**

(under development)

**STANDARD 6.6 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF THE ECONOMIC FORCES, IDEAS, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicators 13: Evaluate how the economic systems meets wants and needs.**

The key ideas here are "economic systems" and "wants" and "needs." Economic systems are either market-driven or command economies. Market-driven economies meet wants and needs based on demand. Command economies are based on central planning. "Needs" are basics like food and shelter. "Wants" are consumer goods that are not essential to daily life such as electronic (tv, vcr) and mechanical things (cars, snow-throwers, etc.).

**Historical Periods: Industrial America and the Era of World Wars (to 1945)**

**Historical Themes: Early agriculture; the roles of cities, travel, transportation, and technology**.

**Grade Levels 9-12**

# The Growth of Industry

**Overview**

The decline of small farming and the subsequent development of industry with accompanying technological changes were major trends in economic history. Students examine labor markets, and study the supply and demand situation in this historical period to explain shifts from the farm to the city and the development of industry. The major shift studied here resulted from many factors and during this period the need for a greater economic role for government emerged. Students also look at the related development of a national transportation network including railroads, highways and later air travel. The rise of monopolies based on capital accumulation and the issue of over-regulation and government failures can also be developed and discussed in this time period.

**Activities**

1. Students study the history of this period to determine the forces which drove people from the farm to the cities, especially the changes in work-roles.

2. Students should develop a model showing the positive external lists created by cities, the development of a national road and rail network.

**Further Exploration**

(under development)

**Assessment**

Given a list of economic goods, students discriminate between "needs" and "wants."

**Connections**

This topic can use the Cross-Content Workplace-Readiness Standards skills of critical thinking, decision-making and problem solving skills by having students analyze the economic forces which produced the move from a rural, agricultural society to an industrial nation. The concepts of externality and opportunity costs as well as where government should and should not become involved are concepts applicable to an understanding of the history of the period.

**Resources**

Virtual Economics(CD-Rom). Supply & Demand, role of governments, competition and market structures.

National Council on Economic Education. A Framework for Teaching Economic Concepts, Scope and Sequence Guidelines K-12

Author, United States History: Eye on the Economic. Vol. I To the civil war. Vol. II Through the 20th Century. (publisher, date).

Schreiber, Harry N., Harold G. Vatter and Harold Underwood Faulkner. American Economic History. New York: Harper and Row. 1976.

**STANDARD 6.6 ALL STUDENTS WILL ACQUIRE HISTORICAL UNDERSTANDING OF ECONOMIC FORCES, IDEAS, AND INSTITUTIONS THROUGHOUT THE HISTORY OF NEW JERSEY, THE UNITED STATES, AND THE WORLD.**

**Indicator 15: Evaluate an economic decision.**

Students examine a decision by government, business or agencies regarding the use of funding or other resources to determine whether, given the goals of the organization, the decision was sound.

**Theme:** Economic Growth and Environmental Preservation

**Grade Levels 9-12**

# WHAT ARE SPOTTED OWLS, TIMBER PRODUCTS, AND MAGICAL TONES REALLY WORTH?

## Overview

Economic decisions regarding the environment frequently require governments and individuals to make judgments about the relative value and worth of living and/or nonliving things. These decisions can involve a judgment about the relationship of monetary value to worth in terms of possible or theoretical effects on the environment.

What makes a spotted owl or a CD or a car valuable? Is it something intrinsic to the owl or CD or is the value based upon how the product or bird is produced. A product's economic value is based upon the conditions of supply and demand for that product - but in the case of the Owl (which has no price) it still may have value. This is important because students begin to speculate on issues of value in general. As Peters has written, "A liberal education, to start with, is one that stresses pursuit of what is worthwhile for what is intrinsic to it."[1]

## Activities

This exercise focuses on judging economic and non-economic value as such judgments apply to today's environmental debates.

1. Ask students to define value including economic and other kinds of value. Students list all the *things* that are valuable to them. They follow this by prioritizing the valued items. They recognize that some things are valuable in price, and others in personal significance.

2. Students study the relationship between supply and demand. Have students construct supply and demand curves for products of value for the products they have list.

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[1] Peters, Richard S. "Concrete Principles and the Rational Passions," in Sizer, Theodore R. and Nancy F. (eds.) Five Lectures on Moral Education. Cambridge, Mass.:Harvard University Press. 1970.

3. How does supply-and-demand analysis apply to the spotted owl?

4. Ask students to develop a model for deciding on the use of a forest for wood products and as a home for the spotted owl? Are trade-off's are possible?

5. Students do library research to find instances of government policy which may have privileged intrinsic value over economic value especially as regards the environment. A good example would be the proposed development of the New Jersey Pine Barrens. Why has the state government set limits on this possibility? Students research this question and develop their own positions on this question.

**Connections**

This topic can be applied to the cross-content workplace-readiness standards regarding critical thinking, decision-making, and problem solving-skills by having students decide the relative values of different economic and non-economic products. The student is asked to choose between a new CD or car and how value is connected to money to make the choice. They then choose between timber products and preserving the spotted owl. Supply and demand analysis is use to develop an understanding of the issue. This example can also connect to math (using graphs) and science (role of the forest in the carbon cycle).

**Resources**

The following are publications of the National Council on Economic Education:

Grade 8: Economics and the Environment: Eco Detective. (publisher, date)
Grade 12: Economics and the Environment. (publisher, date)
Virtual Economics (CD-Rom). Ver 2.0

# Standard 6.7

***All students will acquire geographical understand by studying the world in spatial terms.***

## Introduction to Standard 6.7

This standard begins the study geography in the social studies standards. The first topic is spatial concepts which are the foundation for this area. The student begins in kindergarten with the study of directionality (up, down, north, south, left, right and so on). He/she then progresses in the later elementary grades to learn about point, line, area, location, place, relationships within places, distance, direction, scale, region and populations.

## Framework for Standard 6.7

Map study begins in the early grades with the study of simple maps and introduction to the globe. The study of one's own community begins here, but also the broader study of the state, nation and world are introduced in early grades. May study continues throughout the grades as the student learns to read and interpret a variety of maps, to construct his/her own maps, and to translate information from maps into a variety of other graphics.

The study of land and water forms including continents, oceans, and islands in another major stand in geography. Regional geography look at issues such as the settlements from simple villages to modern metropolitan areas such as Rotterdam, Calcutta or the northeast corridor in the United States.

A related cognitive issue is the development of mental maps which are our internal representations of spatial concepts. Students begin to develop a sense of where they are in relation to the immediate neighborhood and the rest of the world. This ability to mentally reconstruct area, distance and direction is an important aspect of geographic understanding.

**Editorial Note: Some activities in the geography section of this framework include suggested assessment activities. The final version of the framework will include assessment activities for all indicators. These are now under development.**

**STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.**

**Indicator 1:** Use maps, globes, graphs, diagrams, and computer-based references and information to generate and interpret information.

This indicator focuses on the gathering of information from a variety of sources in a variety of ways to answer geographic questions. Activities should provide students with opportunities to use the tools of a geographer to collect and interpret information locally and globally.

**Grade Level K-4**

# New Jersey Geography

**Overview:**

New Jersey is a very diverse and multicultural state. Throughout history many immigrants came to settle in the area. This movement of people starting in the colonial period to the Ellis Island group to the new wave of Asian and Latin American immigrants can be easily tracked geographically. During the elementary grades students learn about their ethnic backgrounds, the route by which their families came to the United States, and their reasons for doing so.

**Activities:**

1. Students will research the arrival of their own family in New Jersey by interviewing family members. They will show this movement by creating a personal family map which they can share with their classmates. During their sharing time the students can also give the reasons for immigration which they discovered in the interview. These can be listed on a class chart which can be used to look for similarities and differences in decisions to emigrate. Students can also use a globe to show the routes their families took to arrive in New Jersey.. A class map of family immigration can be created by having the students locate and label their families routes to New Jersey.
2. The class creates a group-mapping of family immigration as each student locates and labels his/her family's route to New Jersey. These can be compared with similar maps developed by other classes. Data can be collected which is used to make bar charts and graphs of ethnicity, routes taken, and reasons for emigration.
3. Students can find music from their countries of origin for listening or singing. In addition, folk takes from the countries can read, ethnic foods can be shared, arts and crafts representing the countries can be made and displayed, and the computer can be used to discover more information about the different countries of origin. A grade-level or school immigration map can be designed and exhibited in a prominent place to be updated with new arrivals to the grade-level or school.

**Further Exploration:**

Students will research immigration to New Jersey at various points in its history. They will locate on a map where major populations settled followed by a discussion of possible reasons for settlement (e.g., economics, physical terrain, climate and religion). Students can list the benefits and challenges of immigration and analyze how it has impacted their family, town, and state.

**Connections:**

This activity will allow students to apply the concepts of cause, effect, and consequences to historical events (Standard 6.3, Indicator 1) identifying common elements found in different cultures (Standard 6.5, Indicator 1) and identifying the distribution and characteristics of populations at different scales, and understanding the causes and effects of human migration (Standard 6.8, Indicator 1).

**Resources:**

The Association. Geography for Life, National Geography Standards, Washington, D.C.

Cunningham, John You, New Jersey, and the World , Andover, NJ: Afton Press (year).

Cunningham, John T. New Jersey: A Mirror on America. Andover, NJ: Afton Press 1997.

Fay, Elaine and Charles Stansfield. New Jersey, USA, (publisher, year)

**STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.**

**Indicator 2:** Use mental maps to identify the locations of places within the local community and in nearby communities.

This indicator focuses on students developing mental representation of point, line, extent, distance and direction and specifically on the community. Mental maps help students make sense of the world physically and spatially. These representations provide a way to visualize a place and make connections. Since a mental map is out idea of where something is and how to get to it, it is an important part of our ability to get around to live. We all store these geographic images in our minds. Students learn through map study and discussion to construct better and more effective mental maps.

**Grade Levels K-4**

# Where is it?

**Overview**

This topic begins in the kindergarten classroom as students map the furniture and locations of seating and so forth. It then progresses to a map of the school and the neighborhood. Simple maps of the world, the North and South American continents, the United States, and New Jersey can be introduced to primary level students and can also be the basis for related art activities. Through discussion and questioning, we can help students begin to develop a sense of directionality and distance. These discussions should be related to maps available in the classroom and to students' memory of travels.

**Activity:**

Using the community as a model, students will picture where stores, schools, housing developments, parks, local businesses, churches, and other important places are located. They will make inferences why they were built in those locations.

**Further Exploration:**

Have students create a representation of a community, develop a legend, and give reasons for the placement of the physical and people-created sites.

**Assessment:**

The development of mental maps can be assessed regularly by asking students distance and direction questions. This then becomes the material for a written quiz.

**Connections:**

This activity will allow students to compare the effects of geography on economic activities locally and throughout New Jersey, the United States, and different parts of the world (Standard 6.8, Indicator 3). It will also explain how people depend on the physical environment and how they modify it (Standard 6.9, Indicator 2).

**Resources:**

Atlas, maps
CD Map Room, Steck-Vaughan
CD Neighborhood Near and Far, Nystrom
CD Neighborhood Map Machine, Tom Snyder Productions

**STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.**

**Indicator 3:** Use mental maps to identify the locations of the earth's continents and oceans in relation to each other and in relation to principal parallels and meridians.

This indicator focuses on students developing maps which help them make sense of the world physically and spatially. It adds principal parallels and meridians.

**Grade Levels K-4**

# Where in the World is...?

## Overview

Picture postcards, videotapes, films and travel magazines provide students with visual images of what a place looks like. There is also an incredible variety of colorful maps that can be used. Through these illustrations of physical characteristics, people, climate, customs, wildlife, vegetation, etc. students can develop a rich geographic representation of that place and its location in the world.

## Activities

1. Have family members, friends, pen-pals send picture postcards to the class. As each card if received, a discussion of the cultural, physical, and environmental characteristics of the place will help the students determine its location in the world thereby enriching their mental maps of that place. Using a styrofoam ball or a balloon they can label the continents and oceans including the principal parallels and meridians as a guide to their correct placement.
2. Students learn that parallels and meridians are ways of mathematically describing or circumscribing maps of the world and of large areas of geography. Simple maps of the world, the North American and South American continents, the United States, and New Jersey are used to study these concepts

## Further Exploration:

As students receive the postcards they can do further research on the places gathering additional information to enhance their mental maps using a variety of sources. They should also note those continents where no postcards have not been received and do additional research about these areas.

## Connections:

This activity is linked to Science Standard 5.10 which also requires students to work with maps in studying the physical features of the earth and the oceans, Students study simply physical maps which show elevation, water tables, etc.

**Resources:**

National Geographic. Geography for Life, National Geography Standards, Washington, DC (year)

CD Picture Atlas of the World, National Geographic (year)

Any issue of National Geographic or their other journal, Travel.

Any branch of Blockbuster or other video outlet for a variety of travel tapes.

**STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.**

**Indicator 4:** Use mental maps to identify the locations of major physical and human characteristics in the United States and on earth.

This indicator is focused on students developing mental maps specifically of the United States as a follow-up to the previous two indicators and specifically dealing with physical and human characteristics.

**Grade Levels K-4**

# Where is the USA?

**Overview:**

Students are learning about physical characteristics of areas such as valleys, hills and mountains as a feature of physical maps. By studying color-coded maps they begin to relate their findings to the experience. Through the use of picture magazines such as the monthly National Geographic and Travel magazine, also from National Geographic, students relate these to the elevation maps and deepen understanding. Students should be encouraged to read stories which are rich in description of places in the United Sates. Through their readings they can learn to visualize the geographic and human features of an area. Students can develop mental images of the place and can practice writing descriptions of place and surroundings. These mental maps can also provide opportunities to compare and contrast information extending references to time and place.

**Activities**

1. Students are given sets of pictures of various places for which they are to write descriptive passages. Students should be provided with models of description drawn from pages of the National Geographic, and the writings of John Muir, John McPhee, and other masters of description.
2. Students will read the book Sarah, Plain and Tall. They will visualize the route that Sarah took from her home in Maine to the midwestern farm paying special attention to the descriptions given which made the places unique. The students will also think about what the places had in common.

**Further Exploration:**

As students explore the route that Sarah took, they will create stories about their own fictional characters who take a journey. The students will share their stories with their classmates. Pictorial representations will be drawn using the images stores in their mental maps.

**Assessment:**

use outline maps to test students sense of place and distance. Give students place-recognition tests using simple maps of the world, the North American and South American continents, the United Sates, and New Jersey. This can be introduced to primary level students and used in art class.

**Connections:**

This activity will allow students to recognize human experiences through time, as depicted in works of history, literature, and in the fine arts (Standard 6.2, Indicator 1) and compare the physical characteristics of places and regions (Standard 6.8, Indicator 5).

**Resources:**

Patricia MacLachlan, Sarah, Plain and Tall

Children's literature rich in geographic settings/6.7.4.doc

**STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.**

**Indicator 5:** Demonstrate understanding of the spatial concepts of location, distance, direction, scale region and movement.

This indicator calls attention to one of the most basic skills in geography, thinking in spatial terms. Students will be working on this skill from kindergarten through grade 12. In later grades they begin to formulate answers to important questions about patterns of spatial organization (land forms, water, etc. in the past, present and future). It also helps them to make predictions and anticipate results of events in different locations given specific conditions. Spatial concepts are important tools for explaining the world at all levels, from local to global. They are the foundation for geographic understanding.

**Grade Levels K-4**

# Geography Basics

**Overview:**

As students understand spatial concepts they should begin to see patterns as a way of identifying connections and interactions among people and places. Geographic understanding broadens to include everything from land use patterns to market research and from international relations to facilities planning. Students begin to see that this is a very broad subject that encompasses many areas of human activity.

**Activity:**

Using a physical/political map of New Jersey, students should locate and list the various regions (e.g., highlands, shore areas, pine barrens, farmlands, and plains). Students should also learn the basic political subdivisions: counties, townships, towns and cities. A discussion of the regions and how they affect the lives of the people who live there should follow. Working in cooperative groups the students can create on a blank map another way of dividing New Jersey into regions.

**Further Exploration:**

Students investigate the fourteen states which make up the Appalachian Mountain region to discover how the mountains have affected the lives of the people in the past, present, and possible impact in the future. They can look for similarities and differences among the states. Various maps of the region can be made where the focus changes (e.g., cities, wildlife, industry, population, temperature, rainfall, etc.).

**Assessment:**

The evaluation of student learning here can be done through one of a variety of projects involving map-making and land-use analysis and planning. It is not too early to begin to introduce students to these concepts.

**Connections:**

This activity naturally links up with mathematics and will allow students to develop the concepts of coordinates and paths, using maps, tables, and grids (Mathematics Standard 4.7, Indicator 8), and to recognize and demonstrate the use of different kinds of maps (Science Standard 5.10, Indicator 1).

**Resources:**

Physical/political maps of New Jersey
Physical/political maps of the Unites States
Geography for Life, National Geography Standards

STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.

**Indicator 6: Recognize the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and evaluate the utility of each in solving geographical problems.**

This indicator covers the graphics used in geographical studies and in many other situations to solve spatial and other problems. Students learn how to use a wide variety of maps and related materials.

**Grade Levels 5-8**

# Using Maps, Globes, etc.

**Overview**

Thinking in spatial terms is essential to knowing and applying geography. It enables students to take an active, questioning approach to the world around them and to ask what, where, when, and why questions about people, places and environments. It also allows students to formulate answers to critical questions about past, present, and future patterns of spatial organizations, and to anticipate the results of events in different locations. Thinking spatially, students learn to devise their own mental maps with relationships, perceptions and attitudes about the area. Thinking spatially enables students to predict what might happen given specific conditions. Spatial concepts and generalizations are powerful tools for explaining the world at all levels, from local to global. They are the foundation for geographical understanding.

As part of their education, students have been taught to use reference books such as encyclopedias and textbooks as sources of information. This is appropriate when looking for either general or specific information. It is important to insure that students also learn how to use the atlas as source of information and as a research tool. Every students should have access to and be proficient in the use of either a traditional Atlas, or to have some experience with one of the new CD-ROM versions or one of the many Internet mapping websites.

**Activities**

1. **Different Maps**

To help a student understand different types of map projections, you can point to Greenland on a Mercator, Mollweide, Van deer Griten, or Robinson projection and notice its shape. Compare this to the shape on other projections or maps and finally to its shape on a globe. The accurate shape or projection is on the globe. Why are the others misshapen? Look for other land areas such as penisulas and islands that are near the poles and make the same comparisons. Remember, on a map we are showing a round object on a flat sheet of paper.

## 2. Population Density Maps

Have students examine a population density map (dot map) of the world and ask them to share their observations with the class. Give them time to observe the data and then ask them why there are concentrations of people in some areas and few in others. Even though the students might be able to correctly guess or answer, make them find other maps, such as climatic, physical, etc. and prove their answers.

a) Why is there a band of population across the southern part of Siberia?
b) Why are there so few people in parts of Northern Africa?
c) Why are there so few people in Antarctica?
d) Why do most Canadians live in the southern part of their nation?
e) Why is there a concentration of people in Northeastern Egypt?
f) Why are there few people along the central western coast of South America?

## 3. Map Identification

In the early grades, students should have mastered identifications of the continents and oceans on a blank map of the world. Older students should be able to repeat this exercise from memory and then use an atlas to add the major ocean currents, wind patterns, seas, straits, canals, and peninsulas.

It is important that the student not only identify the major straits but also understand why they are important in world commerce. The strait of Hormuz controls access to the Persian Guld, the Dardanelles and the Bosporus control access from the Black Sea to the Mediterranean. During the Cold War, this was a critical site since it was the major warm water access to the Mediterranean and the Strait of Malacca connects the Indian and Pacific Ocean. Russia and the US are separated by the Bering Strait, which borders western Alaska.

Students should also be able to identify and locate major canals such as the Erie, Panama, suez, Volga-Don, and those that are a part of the Great Lakes-St. Lawrence system. They should be able to identify the history of the canal and its importance to world trade and transportation.

## 4. Current Events

Whenever possible, students presenting current events should be able to locate the site of the event on a world or other appropriate map. This will help student not only understand where other nations are in relation to the US but also to develop an understanding of a "global relationship" of events.

### Further Events

### Natural Resources

Students should be able to use various maps in the atlas to understand and explain America's industrial development. They should be able to identify and locate major areas where we obtain various natural resources. They can relate these to the major industries that exist in the US. Next, they should be able to identify the major industrial centers and determine the means of transportation used to move the resources to the factories and finished products to consumers. In the case of oil, tin and some other resources the map might indicate an off-shore source the could lead to further study.

The same system can be used to understand the relationship between the agricultural centers and the distribution of food. This should be expanded on a seasonal basis by determining where the fresh fruits and vegetables come from during winter in various regions of the nation.

**Connections:**

These activities connect to any of the other geography skill activities.

**Resources:**

Classroom Atlas, Rand McNally, 1996

Goodes Atlas, Rand McNally, 1996

Nystrom Atlas, Nystrom 1996

Encarta 97 World Atlas CD-ROM, Microsoft, 1996

Bookshelf Atlas, CD-ROM, Microsoft, 1996

National Geographic Map Machine

**STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.**

**Indicator 7: Translate maps into appropriate graphics to display geographic information.**

The key to this indicator is "translate." The student will read information from a variety of maps and display such information in pie and bar charts and other graphics. This application-level task strengthens the students' ability to use maps.

**Grade Levels 5-8**

# Maps and What They Tell Us

## Overview

Thinking in spatial terms is essential to knowing and applying geography. It enables students to take an active, questioning approach to the world around them and to ask what, where, when and why questions about people, places and environments. It also allows them to formulate answers to critical questions about past, present, and future patterns of spatial organizations, and to anticipate the results of events in different locations. Thinking spatially, students learn to devise their own mental maps which embody their perceptions and attitudes about the area. Thinking spatially enables students to predict what might happen given specific conditions. Spatial concepts and generalizations are powerful tools for explaining the world at all levels, from local to global. They are the foundation for geographical understanding.

It is important that students be able to take information, analyze it, and display it in order to make it useful. The atlas with its variety of maps, charts, and graphs is not only an important source of information, but is critical to the student who needs to visually see an area to understand a concept. Some students can read a section of a text or a chapter describing the physical features of a nation or identifying the climatic regions of a continent and grasp its full meaning. Others have difficulty visualizing what they read and they need to look at pictorial representations as presented on maps or graphs in an atlas. With the addition of computers in social studies classrooms, or access to computer labs, students will be able to use graphing and other programs to display information.

## Activities

### 1. The Local Community and Its Economic Links

The students should be able to draw a map of New Jersey, locate their town or township and near-by metropolitan areas. Next, each student should complete a form indicating where each parent or adult in their household works. These locations should be identified and located on a large wall map with strings connecting the home to the place of employment. Students should be able to identify the major transportation links from their town and indicate if new ones are needed to speed their parents to work. In the next phase, students can expand this by identifying industries, farms, or companies in town that employ their parents. This time they should collect data on the locations from which raw materials are sent into their town and the forms of transportation and routes used. Finally, they should collect data on where products are sent and the transportation routes used. This information can also be displayed by using string and pins on a map of New Jersey, the United States or the World.

2. **Cultural Regions of the World**

Once a student can draw and identify the continents and oceans of the world on an outline map, he/she should be able to locate and identify the major geographic, political and cultural regions. They should also be able to identify the types of air cargo, other than mail, that might be carried on their flight.

Using the Internet, students could access the flight schedules of various airlines and learn which are the world's busiest airports. There are several Internet addresses which will provide maps of any area in the U.S. down to the street level. The next step would be to use the atlas and texts to try to find out why there are so many flights to certain locations and what the planes carry besides passengers.

4. **Sailing the Ships**

Ask students to check the newspapers of major port cities such as Philadelphia or New York and look at the itemized list of ship sailing's and arrivals. The routes of ships can be plotted on maps. The students can try to learn what type of cargo is being carried both ways. This information should also be available on the Internet.

5. **Cultural Activity**

This is an activity that uses maps to demonstrate or collect information about cultural differences. Develop a chart that lists all the major sports played at a traditional high school. Ask the students to guess where the sports originated from and then let them look up the answers and complete the third column. Once finished, tell them to locate the country of origin on a map and then write an essay about what they see on the maps. They should see that many sports had their origin in the Eastern Mediterranean and Western Europe. They should understand that the sports that began in the Mediterranean were brought back to Europe by the Crusaders and then brought to America with the early colonists. Several sports such as lacrosse will be identified as uniquely American.

6. **Economic Activity**

Ask students to look at the garment tags in their shirts, sweaters, jackets, dresses, etc. Be selective depending on the time of year and the clothing being worn. The students will discover that there are many countries of origin. This information can be plotted on a world map to study trade routes and patterns of commerce. Students can also discuss and research the reasons for American companies like Reebok and Calvin Klein having products made in Mexico, Taiwan, Albania, Malaysia and other places. Fellman, Getis and Getis[1] state that "Wage rates in the mid-80's for apparel production works in the 20 countries that were major exporters of garments to the United States ranged from a low of 2% (of typical U.S. wages) in Bangladesh to a high of 25% in Singapore."

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[1] Fellman, Jerome, Arthur and Judith Getis. Human Geography: Landscapes of Human Activities. Dubuque, Iowa: W. C. Brown Inc. 1990.

Students can begin to develop a database of wages of garment workers in the U.S. and in the countries to which such work is jobbed out by American manufacturers. Much of this information can be found in the popular press including newspapers and magazines the television reports. Students should consult the CD-ROM version of the *Magazine Index* in their school or local public library.

**Further Exploration**

Clothing is a subject that is of interest to all students. Students should investigate the kinds of clothing and other items that are manufactured in cheap-labor countries. Why, for example, are Levi jeans manufactured widely in China? Why Reeboks in Malaysia? Is there is a cultural connection, or is the sole issue the cost of labor in that country? Do students know that Mercedes-Benz and BMW are building plants in the United States because labor is cheaper here than in West Germany? Why, then, is the cost of labor so high in another country? What is the role of unions in the cost of labor in West Germany and in the United States? Students should again use the resources of the library to investigate these questions. Some may want to interview union members in their own families or neighborhoods.

**Connections**

The connection here is to Standard 6.6 on economic understanding as it relates to geography. Indicator 6.6.7 on the "roles of markets and government policy in meeting the needs and wants of individuals and society" is relevant here. Students should research government policy in relation to imports from countries like Taiwan and Malaysia where cheap labor is used to manufacture fashionable clothing for Americans. How does our government's policy support the free market. How do NAFTA (North American Free Trade Agreement) and GATT (General Agreement on Tariff and Trade) impact on the free market? How does this commerce affect the American worker?

**Resources**

Rand McNally Co. American Studies Map Series. Chicago, Illinois: Rand-McNally, 1996.

Nystrom Co. "Patterns of Manufacture in the United States". Chicago, IL: Nystrom Co., 1996. A large, colorful wall map for classroom use.

Nystrom Atlas, Nystrom, 1996

Encarta 97 World Atlas CD-ROM, Microsoft, 1996

Bookshelf Atlas, CD-ROM, Microsoft, 1996

National Geographic Map Machine

**STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANIDNG BY STUDYING THE WORLD IN SPATIAL TERMS.**

**Indicator 8:** Answer geographical questions regarding major physical and human characteristics.

Thinking in spatial terms is essential to knowing and applying geography. It enables students to take an active, questioning approach to the world around them and to ask what, where, when, and why questions about people, places and environments.

**Grade Levels 5-8**

# Human Geography

**Overview**

Students must develop the skills to conduct successful inquiries and then be able to develop generalizations and conclusions based on the data collected, organized and analyzed. Students begin to formulate answers to critical questions about past, present, and future patterns of spatial organizations, and to anticipate the results of events in different locations.

**Activity:**

The following are suitable examples to meet the Indicator. Select one or more to meet your needs.

1. **Portages**

Students who study American Colonial History at any level need to understand the geographic concept of portages and their relationship to the control of land. Have the students look at a map of the French Colonial Empire in North American and ask then how the French were able to control this vast empire that extended from New Orleans to French Canada with a few troops. To help the students answer the question, ask them to use another map and identify the sites of the major battles of the French and Indian War. What do the sites of the major land battles have in common? Why were battles fought there? Why were the forts located there? How many battles were fought at portages? How many are at the mouths of rivers? What is a portage? Look at the Battles of the Revolutionary War and notice their location. Are any of them portages? Examine the geographic importance of New Orleans or Saratoga.

This concept can also be used with contemporary maps of America. Look for cities that are located at portages or at the mouths of rivers. Why are Pittsburgh, Buffalo, Detroit important cities? Why did Boston, our first major port, lose out as a center of commerce to Philadelphia, Baltimore, and now New York? Why has New Orleans always been a critical location during the early French and Indian War, Revolutionary War, War of 1812, and Civil War?

2. **Road Maps**

The state road map is probably the most common type of map a person will ever use. Road maps are still available from a variety of vendors such as Rand McNally or the State Division of

Tourism in New Jersey and many other states. There are a variety of activities that can be taught using the road map. Some are:

a) Locate your home and trace the route of the school bus.
b) Trace the route to a relatives or friend's home.
c) Plan a trip around the state using a worksheet to record information such as he routes, distances, and sites to be visited. Teachers should also the use of the legend or the key. What does each symbol, line, or box indicate or represent? What sites related to NJ History are shown on the map? What recreational areas are shown? Where do relatives live and how do we get there?

**Further Exploration:**

Students collect city and town maps and develop their own maps connecting various areas. These maps can then be used to include cultural and commercial sites in the area.

**Resources:**

Classroom Atlas, Rand McNally, 1996

Goodes Atlas, Rand McNally, 1996

Nystrom Atlas, Nystrom, 1996

Encarta 97 World Atlas CD-ROM, Microsoft, 1996

Bookshelf Atlas, CD-ROM, Microsoft, 1996

National Geographic Map Machine

**STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.**

**Indicator 9:** Solve location problems using information from multiple sources.

The student will be able to use a variety of print and media sources to determine the locations of various sites in his/her community.

**Grade Levels 5-8**

# New Jersey Geography

## Overview

The geography of New Jersey is an important part of the standards-based curriculum because this is our state, we live here, and this can also be our learning laboratory. Students study the major regions and their characteristics, the 100 rivers, lakes and beaches of southern and central New Jersey. Students learn that New Jersey coves only 7,500 square miles, which makes it 46th among the states in total area. Students learn that 20% of New Jersey is farmland.

New Jersey is also an important cultural and commercial center and is home to the corporate headquarters of many Fortune 500 corporations. Students learn about cultural sites like the New Jersey Performing Arts Center, the Liberty Science Center, and the Meadowlands Sports Complex, as well as the many historic sites like the Old Barracks Museum in Trenton, or the Black River and Western Railroad in Flemington.

## Activities

### 1. The Local Community And its Economic Links

The students should be able to draw a map of New Jersey, locate their town or township and near-by metropolitan areas. Next, each student should complete a form indicating where each parent of adult in their household works. These locations should be identified and located on a large wall map with strings connecting the home to the place of employment. Students should be able to identify the major transportation links from their town and indicate if new ones are needed to speed their parents to work.

In the next phase, students can expand this by identifying industries, farms, or companies in town that employ their parents. This time they should collect data on the locations from which raw materials are sent into their town and the forms of transportation and routes used. Finally, they should collect data on where products or produce is sent and the transportation routes used. This information can also be displayed by using string and pins on a map of the state maybe the United States or the World.

### 2. Traditional and electronic resources

Every student should have access to and be proficient in the use of either a traditional atlas or one of the new CD-ROM versions. With access to the Internet, students will be exposed to satellite photos, data bases, and a variety of specialty maps. There are numerous electronic sources available such as National Geographic, Library of Congress, Social Studies School Service, etc. Type in the term geography with any of the search engines such as Yahoo, Magellan, Netscape or Microsoft Explorer, and you will find a variety of websites or locations.

**Further Exploration:**

(under development)

**Connections:**

(under development)

**Resources:**

Classroom Atlas, Rand McNally, 1996

Goodes Atlas, Rand McNally, 1996

Nystrom Atlas, Nystrom, 1996

Encarta 97 World Atlas CD-ROM, Microsoft, 1996

Bookshelf Atlas, CD-ROM, Microsoft, 1996

National Geographic Map Machine

**STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.**

**Indicator 10: Compare information presented at different scales.**

The concept of scale is an important dimension of map study. Students study maps on a local, national and global scale. Students understand that scale refers to the size of the unit covered by the map, and to the relative size of the unit in relation to the actual size of the mapped area.

**Grade Levels 5-8**

# Geography Data Options

## Overview

There is a wide variety of data-types in geography and of ways to display data in addition to the traditional political or physical maps. Students learn to read, and interpret and to develop their own two and three-dimensional land, water and sky maps displaying political and natural boundaries, elevation, rainfall, climate variables, resources of various areas, ethnic divisions, agricultural regions, plus globes and various kinds of projections and many others, The students geographic data such as tables, graphs, other print material, data-bases, and other media including CD-ROMS, videotapes, and the Internet to gather information, prepare and analysis, and display their conclusions using a variety of methods.

## Activities

### 1. Atlas Research/Characteristics of a Nation

Students gather basic data about a nation in several ways. They can use the traditional encyclopedia, text, etc. or they can be taught to gather data using a traditional or CD-ROM atlas. Using a worksheet or data collection instrument have the students gather data on two nations such as the Untied States and Russia. They should gather data about population, land forms, climate, resources, agricultural production, life expectancy, literacy, transportation, etc. When they finish collecting data for the research worksheet, they should be assigned to write an essay using the data to compare and contrast the two nations.

### 2. Use of electronic Data Bases

Once students are taught how to use a data-base to store and retrieve data, they can research and compare information about different geographical problems. Use Excel, Paradox, dBase, Appleworks, Microsoft Works, or any other stand alone product.

Introduce the concept by having students develop a list of questions they might want to know about others in their classroom. The list might include questions about students' birthdays, birthplaces, the number of siblings, where their grandparents live, where they went on vacation, their neighborhood town or township, their favorite TV shows, etc. After the questions are selected, students learn the fundamental database concept of file structure as they begin to enter the data. Each student inputs his/her information. When finished, students learn to sort and manipulate the information to generate various kinds of reports.

**Further Exploration:**

As students learn to develop and use computer data-base programs such as dBase or Paradox, it becomes a valuable tool to gather and manipulate geographic data from a variety of sources. A very useful activity for students, which would bring together a broad array of skills and understandings, would be feasibility study on the question of location of a proposed new fast food restaurant, museum shopping center, or to determine the need for a new school and its best location. The teacher should provide students with copies of such a study. These can most easily be obtained from local business, marketing research firms, the public library, or various websites on the Internet.

**Connections:**

There are substantial opportunities here for student work in art, mathematics and language arts literacy especially in relation to doing a feasibility study. The final report will require quality work in all three of the above disciplines and relevant standards.

**Resources:**

Classroom Atlas, Rand McNally, 1996

Goodes Atlas, Rand McNally, 1996

Nystrom Atlas, Nystrom, 1996

Encarta 97 World Atlas CD-ROM, Microsoft, 1996

Bookshelf Atlas, CD-ROM, Microsoft, 1996

National Geographic Map Machine

**STANDARD 6.7 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE WORLD IN SPATIAL TERMS.**

**Indicator 12: Use maps of physical and human characteristics of the world to answer complex geographical questions.**

This indicator continues map study with a focus on complex questions regarding physical and human characteristics of various areas especially encompassing area and ethnic studies.

**Grade Level 12**

# Geography Meets History

## Overview

In order to determine why and how history happened, students must examine the roles that physical and cultural factors have played. In American and World History courses, students must learn the geographic features of the places/regions of study, and analyze the impact those geographic factors have had on the development of that landscape, people or region. Study includes the names and locations of the mountains, rivers, lakes, deserts that may apply, and the climate, soils, topography and hydrology of the area. Information available through the Internet and geography software is particularly helpful, in addition to Atlases and text materials.

## Activity

The teacher should work with the class to select a subject for an Area Study. This is an intensive study of a specific geographic area or political entity. It is suggested that the topic be an area in which geography and recent history might be combined to create high interest. The former Yugoslavia would certainly combine both subjects, and would require the class to deal with complex issues that have directly involved the Untied States Government. Students should consider the following questions:

1. What physical features does the place have that affect the nature of settlements?
2. What physical limitations have had to be overcome to settle and develop the area?
3. How was the place modified by human activity?
4. What about the environment or cultural features might have attracted migration to the area?
5. How might further migration or emigration to the area take place?
6. What images do people have about the place that may influence settlement?
7. How have these perceptions been reflected in music, art or literature?
8. What cultural groups have settled in the area? Under what circumstances?
9. What has been the impact of the settlement of various groups on the place or region?
10. How might cultural differences and/or struggles for power related to physical/economic resources lead to conflict?
11. In what ways have nations encouraged or discouraged human migration and why?

## Connections

Students analyze the mutual influences among different cultures (Bosnia, Serbian, Molsem) in the area throughout time (Standard 6.5, Indicator 13); interpret how the three cultures have adapted or not adapted to their environments (Standard 6.5, Indicator 13); and use and interpret maps and other graphical representations to plot the development of Yugoslavia into a nation and then into a series of ethnic countries again as students analyze, explain and solve geographical problems (Standard 6.5, Indicator 11).

**Resources**

Jackson, Richard H. and Lloyd E. Hudman. World Regional Geography. New York: Wiley, 1990

For a wealth of available and relevant software, access the Educational Software Institute's webstite at www.Edsoft.com. or call them at 1-800-955-6670. The following are typical: Asia: An Introduction (BFA Education Media). Laserdisc CAV (7707-LD). To order call 1-800-955-5570.

South America: People and Culture. (BFA Educational Media). Laserdisc VHS (7707-LD). To order call the same number as above.

# STANDARD 6.8

***All students will acquire geographical understanding by studying human systems in geography.***

## Introduction to Standard 6.8

This standard provides an understanding of people and their interaction with environmental factors. Students study population characteristics, similarities and differences of people in various communities, as well as the related physical characteristics of places and regions. We study the basic land and water formations as they relate to the growth and movement of populations.

## Framework for Standard 6.8

This standard includes the study of topics from demographics and human geography. Students learn to identify the characteristics of human populations at different scales from families to nations and to study spatial patterns of settlement and relationships of urban, suburban and rural settlements. Urbanization is an important topic which encompasses both geography and history. The growth of cities is a major worldwide trend which students learn about here.

Students also learn about changes in technology including improvements in communications, transportation and other areas of human endeavor which have been profoundly influential in the everyday lives of people throughout the world.

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 1: Identify the distribution and characteristics of populations at different scales, and understand the causes and effects of human migration.**

At this level, the focus should be on the population characteristics such as ethnicity, cultures, family life, social customs and other human factors. The issue of migration and its causes can also be handled in the primary grades with emphasis on families and communities.

**Grade Levels K-4**

# Native Americans

### Overview

The eastern coastline of the United States was once populated by numerous Native American tribes. Beginning in the early 1600s the immigration of Europeans to the New World greatly affected the lives of the Native Americans. In New Jersey, where 15,000 native Americans currently live, the Lenni-Lenape and Powhatan-Renape tribes were present Some chose to live in harmony, others moved away, and still others chose to wage warfare. There is a large literature on the subject of Native American life and lore. Especially interesting is their religion with its belief in the omnipresence of spiritual beings and that all living things have a soul. Students can learn a lot about this subject and will be learning also about diversity and tolerance at the same time.

### Activity

Students will read a story about Native American life and discuss how the geographical area influenced their daily way of life and beliefs. Students can trace the routes of the Europeans into the New World and show how the growth of colonization had a profound impact upon the Native American culture.

### Further Exploration

Students will create a skit adopting a 'point of view' identifying with either the colonists or the Native Americans and giving reasons why either group should have the right to the land.

### Assessment

Students in the primary grades draw pictures of Indians in a setting discussed in the story. These are evaluated for content based on a rubric developed by the teacher. Students in grades 4 and 5 write descriptions of a native American character they have created.

### Connections

This activity will allow students to recognize human experiences through time, as depicted in works of history, literature, and in fine arts (Standard 6.2, Indicator 1), to evaluate works, such as personal creations, which communicate a human condition or question (Standard 6.2, Indicator 4) and to apply the concepts of cause, effect, and consequences to historical events (Standard 6.3, Indicator 1.)

**Resources**

Many anthologies of Native American Tales are available in libraries and bookstores.

Cunningham, John. You, New Jersey, and the World. Andover, NJ: Afton Publishing Co., 1994.

Kummer, Patricia. New Jersey. Mankato, MN: Capstone Press. 1998.

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 2: Discuss the similarities, differences, and interdependencies among rural, suburban, and urban communities.**

This is the traditional social studies focus on family, neighborhood and community. However, in the primary grades we also look at the broader picture to discuss interdependencies and family and community life in other parts of our state, our country and our world.

**Grade Levels K-4**

# Communities

### Overview

After World War II the communities of New Jersey began to change dramatically. Areas that were once rural have become suburban or even urban, while the large cities have lost their population bases to the surrounding communities. Today 90 percent of New Jerseyans live in cities and towns, most in the northeastern part of the state.

### Activity

Students make a list of characteristics of urban, rural and suburban communities. The list would include geographic types, ethnicity of residents, business and industry in each type, transportation, educational facilities, entertainment opportunities, etc. The students then create a Venn diagram to depict the comparison.

### Further Exploration

Students analyze their own community in greater detail by consulting newspapers, magazines, relatives and family friends. They identify changes over time and formulate reasons for the changes. They will look at how the community has become more interdependent with other communities. They apply the skills of oral historiography as each students interviews a family member about community change over a 5, 10, 20 or 50 year period.

### Assessment

Students create a model city with characteristics agreed to by the class. The work is evaluated based on clarity of understanding of urban characteristics.

### Connections

Students write community descriptions by synthesizing information from multiple sources (Standard 3.3, Indicator 8); they use simple charts, graphs, and diagrams to report data (Standard 3.5, Indicator 8), and investigate the interdependence of living things and their environment (Standard 5.12, Indicator 1).

**Resources**

Report of the United States Census Bureau. Washington, D.C.: Bureau of the Census. 1990.

Cunningham. John T. New Jersey: A Mirror on America. Andover, NJ: Afton Press. 1997. Local histories/museums

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 3: Compare the effects of geography on economic activities locally and in New Jersey, the United States, and different parts of the world.**

This indicator focuses on the effect that geography has on the economic activity of a place. Activities should provide students with opportunities to discover how geography influenced the development of a community and how people are employed.

**Grade Levels K-4**

# Geography and Economics

### Overview

The geography of an area (location, natural resources, landforms, bodies of water, climate) directly affects the economic activities. Rotterdam is the world's greatest seaport because it is situated at the gateway to Europe. Philadelphia is a good port, but not a great one because it is not near the ocean. The Arab countries are wealthy because there is oil under the desert. Geography is a critical determiner of a nation's destiny. It should be noted that technological advances often alter the patterns of economic growth and can, at times, offset the advantages given by natural resources. South Africa is richer now than in the first half of this century because its rich plutonium deposits are needed for the production of nuclear energy.

### Activity

Students select a product such as the Jersey tomato and trace its history from seeding to purchase by a consumer in a market anywhere in the United States. Other products might include corn in Nebraska or potatoes in Idaho. Students use this as an opportunity for further map study creating their own tomato or potato map tracing the trajectory from the raw material stage to the finished product and distribution. At each point they should determine how the geography of the area was significant in its development.

### Further Exploration

Have the students study communiti [illegible] 40 degrees north latitude and compare how the geography of an area influences the economic activity.

### Assessment

Students match characteristics and products with a list of community types and with names of specific places.

### Connections

Students develop the concepts of coordinates and paths, using maps, tables, and grids (Standard 4.7, Indicator 8). They explain how meeting human requirements affects the environment (Standard

5.12, Indicator 2), and they describe the work people perform in our economic system (Standard 6.3, Indicator 3).

**Resources**

Lesson plan: "The Hershey Bar Around the World". NJ Geographic Alliance (Available from the Educational Improvement and Resource Center, Sewell, New Jersey).

The New Jersey Economic Council @ Kean College, Director: Dr. William Kempey. Video: Around and About New Jersey Series (New Jersey Network)

Maynard, Christopher. Jobs People Do. London: Dorling-Kindersley Limited. 1997. This is a unique book for the early grades which describes some major occupations.

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 4: Explain how improvements in transportation and communication have resulted in global interdependence.**

This indicator provides an understanding of the transition from sailing vessels to modern nuclear-powered superships, from horses to motorcars, from the carrier pigeon to the telegraph to the fax machine and e-mail, and how these changes have shaped the life and work of the times. Global interdependence has resulted from technological advances. The global economy is a phenomenon which transcends national boundaries.

**Grade Levels K-4**

# One World

### Overview

Technological advances have occurred which changed the lives of people around the world throughout history. These advances have resulted in increasing interactions of nations everywhere including the exchange of goods, services, and ideas. Some suggest that these exchanges are not always good. The global spread of elements of American popular culture (Disneyworld in Paris, Dairy Queen in Calcutta, etc.) is not universally seen as beneficial in every instance. The global spread of American democracy, on the other hand, is a widely-accepted benefit. The Kyoto Accords on environmental pollution are an example of international cooperation, as was the Gulf War. Can the U.S. population decrease its production of greenhouse gases by 30 % in five years? Activities should provide students with an opportunity to grapple with such questions and to compare and contrast changes which occurred at different periods in time and their effect on people's lives.

### Activity

Students research, using basically encyclopedias and other reference works, plus the Internet, major inventions throughout history which have made air, sea, and land transportation faster and easier. Similarly they will do the same for communication inventions. When the research has been completed, students work in two groups for transportation and communication to prepare a timelines and which show how, where and by whom transportation and communication advancements were developed and how they have made the world more interdependent by increasing the global flow of goods and services.

### Further Exploration

Use a phone book and map of the local community to locate large clusters of related businesses or other economic activities. Have the students work cooperatively to research how improvements in communication and transportation keep the businesses in operation. They should also investigate why they are located where they are.

**Assessment**

Each student is to prepare a report on the effects of one major, contemporary technological change on their immediate community. Good examples would be: internet, email, faxes, beepers, and computerized type-setting and printing services.

**Connections**

This activity will allow the students to hear, read, write, and talk about scientists and inventors in historical context (Standard 5.3, Indicator 1), to recognize that scientific ideas and knowledge have come from men and women in all cultures (Standard 5.3, Indicator 2), and to describe the influence of technology in daily life (Standard 6.5, Indicator 4).

**Resources**

Geography for Life, National Geography Standards

Books and computer software on inventors and inventions

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 5: Compare the physical characteristics of places and regions.**

This indicator focuses on the physical landforms, bodies of water, soil, vegetation, weather and climatic conditions which identify that location. Activities should provide students with the opportunity to identify the physical characteristics and to compare/contrast areas which are vastly different physically as well as those which similar.

**Grade Levels K-4**

# Physical Geography

### Overview

Each place possesses a distinctive set of tangible and intangible characteristics that helps to distinguish it from other places. Students need an understanding of why places are the way they are so they can comprehend and appreciate the similarities and differences of places around their own community, state, country, and planet.

### Activity

The students pretend they are taking a trip to different places in the world. They should compile a list of pertinent information they will need before they leave. Their list can include climate, rainfall, terrain, seasonal temperatures, natural landmarks, etc. They should also estimate distances to the place they will visit from their home, methods of travel, and the cost of the trip. Using information collected they can create travel posters, travel brochures, and travel maps. The students can also write letters to friends and relatives telling them about the places they have visited on their collected classroom journeys.

### Further Exploration

The students can choose three literary characters who lived in very different physical regions. A description of each setting can be written which tells how it affected the story plot and characters.

### Assessment

Students define basic landforms and give several examples of each. Or, students identify land and water forms in pictures and graphics.

### Connections

Students synthesize information from various sources (Standard 3.3, Indicator 8) in demonstrating understanding of spatial concepts of location, distance, direction, scale, region, and movement (Standard 6.7, Indicator 5).

**Resources**

Geography for Life, National Geography Standards

Travel posters

Multicultural literature

Laserdisc: The Geography of the United States, SVE, U.S. Geography: From Sea to Shining Sea

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 6: Compare and analyze demographic characteristics of populations, and determine the reasons for variations.**

Demography is the statistical study of human populations in terms of population growth and decline, as related to natural change and to migrations of people. This indicator can also include the study of population geography which deals with populations in a spatial context.

**Grade Levels 5-8**

# Human Geography

## Overview

This is the study of people and environments. What are the cultural differences of people the world over? How is culture influenced by environment? How have cultures evolved from the earliest evidence of cultivation of grains before 10,000 B.C. to the modern use of computers? How do the ideological, sociological and technological subsystems in a civilization interact? How do cultures change and grow or decline? How do cultures interact to diffuse innovations that enrich or destroy other cultures?

## Activities

1. Have students predict the distribution of population characteristics such as gender, origin, language, and religion in a representative world village of one thousand people. Students can compare their individual and group predictions with actual data by creating graphic representations and analyzing differences. Students should identify the distribution and characteristics of populations at different scales (for example, a village of 100 people), and use different charts (chloropleth maps, pie charts, bar graphs) to display their information. Students can also be asked to visualize/draw a typical scene in the world village (market, housing, office etc.). What problems would exist in terms of communication? How could these difficulties be overcome? What kind of government (democracy, republic, dictatorship) would most likely develop? Why? Have students design a flag for the world village and explain why they chose the color and design that they did.

2. How do variations in populations contribute to the possibility of sustainable development? Introduce the concept of sustainable development, then divide the class into groups of 3-4 students. Give students data on physical quality of life (an index of life expectancy, infant mortality and literacy rate), per capita GNP, life expectancy, literacy of males, literacy of females and infant mortality for 10-20 countries and ask students to predict which country goes with which data (include data for developed and developing countries in the choices). Discuss the results. Are students surprised by any results? What do the differences relate to? Is there a relationship between one factor and another, such as between economic development and high quality of life? What problems do countries on the bottom of the list face as opposed

to countries on the top on the top of the list? How will sustainable development practices fare in both cases? Have students research countries at the top and bottom of the list to explore the issues and see what practices in agriculture, industrial development, and environment control are currently in place.

**Further Exploration**

What is a hero and how does the development of heroes with a culture reflect the characteristics of the population at large? Investigate different places and cultures of the world through a comparative study of heroes. Discuss with your students the characteristics of heroes and how a person becomes one. What purpose do heroes serve within a culture? Are the heroes of one culture the same as in another one or are heroes culturally specific? Do our heroes change as we grow older? Conduct a survey of your students to find out who their heroes are and what walks of life they come from. Then ask students to investigate some popular heroes in American history, and some heroes from another country. If possible, connect your students with another country so that they can dialogue with students in that country. What do the heroes of one country have in common with the heroes of another? How are the heroes tied to a particular country or place in time? Ask students to predict where new heroes will come from here, at home and in the country studied.

**Connections**

(in development)

**Resources**

Campbell, Joseph. The Hero With a Thousand Faces.

Global Learning, Making Global Connections in the Middle School.

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYNG HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 7. Identify the spatial patterns of settlement in different regions of the world.**

Students learn that there are settlement patterns throughout history. Human settlements develop with certain spatial regularities. By studying these patterns, students develop an understanding of the development of their own environments.

**Grades 5-8**

# The Living Space

### Overview (Vignette)

Mr. Dallapiccola was doing a unit for his eighth grade class on settlements throughout history. He had introduced them to the basic settlement forms: linear, string, grouped, cluster, round, skeleton and other patterns. The class had examined many maps and diagrams as well as photographs and paintings to classify types of villages, towns and cities. They had learned about the growth of urban areas around a CBD (central business district), exurbs and suburbs. They had also done some related art work in sketching these patterns with the help of Miss Phroens, the Art teacher. They then learned about the various functions that towns and cities can play and by which they can be classified. For example, the "company town" like Hershey, Pennsylvania or University Park, Pennsylvania where the university is the major employer and source of the town's income. These are *unifunctional* places, as opposed to *multifunctional* places like Philadelphia and New York where there are many different kinds of business and industries.

They then studied a set of functional maps of the United States. These outline maps included coding for various types of activities in the states including manufacturing, retail and wholesale business centers, transportation, educational centers and so forth. Using the maps, the students wrote summaries of what they had learned from the maps. Then, referring to more detailed maps, they filled in the details to determine where the manufacturing centers were, for example.

### Activity

The class will play a simulation game called *Settlers*. This game was developed by Mr. Dallapiccola working with the Art teacher, Miss Phroens, and the English teacher, Mr. Carwitt. The game includes a large wall map with an erasable surface, role cards and worksheets plus in-basket type materials for players. The wall map shows an undiscovered land that has been discovered by explorers.

(remaining sections under development)

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 8: Explain the causes and effects of urbanization.**

Urbanization, the growth of cities, is a major topic in geography and history. This growth, from the Greek polis to the modern metropolitan area, continues to be a major force in history. The movement of populations, structural changes in societies, major social and economic events like the three industrial revolutions (printing, factories, computers) wars, ethnic consolidation and/or conflict, the growth of nations in the 19th century, and many other things are both cause and effect. The effects are the things that happen because of urbanization, both good and bad. They can include the growth and diversification of industry and trade, improvement in the standard of living in some places like the U.S. and the lowering of it in other place like Mexico City or Calcutta.

**Grade Levels 5-8**

# The Growth of Cities

**Overview**

This is such a big topic that it will take several lessons to address. The growth of cities in the 20th century alone is so great that it should be studied as a separate issue. In 1900, 1.6% of the world's population lived in large cities. In 2020, the proportion will be 27.1%. [1] The effects of urbanization in the northeastern corridor from Boston to Washington, D.C. can be studied using appropriate books, articles, and newspapers.

**Activity**

1. Encourage students to understand the on-going processes and patterns of human settlement over time by having them write descriptions and do line drawings of their community environment whether urban, suburban or rural. Compare these with the the pictures in Window by Jeannie Baker[2], a pictorial journey of a boy growing up and the changes in his community. This activity requires students to understand the causes and effects of human migration, the similarities, differences and interdependence of rural, suburban and urban communities, and the causes and effects of urbanization. Ask students to predict future changes in the Window story, and future changes in their community, based on information gathered from interviews with local people, including ones who have lived in the community for a long time. Consider having students write a new illustrated version of Window based on their community and presenting these stories to younger children.

2. By the year 2000 more than 50% of people will live in cities, including 21 megacities of more than 10 million people. Ask students to define what an urban area is, and ask if they live in or

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[1] Source: Population Reference Bureau, Washington, D.C.

[2] Baker, Jean. Window. New York: Random House, 1996.

near one. Distribute charts and information about the top ranked urban cities in the world and have students locate them on a map. Compare to find patterns.

## Further Exploration

Recommend to students the writings of Arthur Schlesinger, Lewis Mumford, Jane Jacobs and others on cities. Students learn that citification is an exciting and interesting topic that directly affects their lives. What about their own city, or the urban center nearest to them ? How did it develop ? If it has declined, how has the history of manufacturing and industry or other causes of shifts in populations contributed to that decline ?

## Connections

A related activity would involve geography Standard 6.7, Indicator 11 on using and interpreting maps to solve geographical problems. Students examine a series of historical maps of the United States to determine how the top ten urban centers have developed since roughly 1800. For example, what caused the growth of New York City, of Los Angeles, of Detroit. In each case, there are different historical and demographic patterns. Students represent the relative populations of these centers at different times with a proportions chart. Introduce the concepts of the megalopolis and of conurbations and show students what this one looks like on a U.S. outline map.

## Resources

Fellman, Jerome, Arthur and Judith Getis. Human Geography: Landscapes of Human Activities. Dubuque, IA: Wm. C. Brown Publishers, 1990.

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 9: Give reasons for the changes in spatial patterns of human activities.**

How does geography reflect the people who live there? Settlement patterns the world over are part of an interaction of persons and environment which include human systems, such as factories, military bases, or corporate farms. Students study this interaction as an important geographic topic.

**Grade Levels 5-8**

# People Studies

**Overview**

(under development)

**Activity**

World conflict and cooperation are strongly influenced by our perceptions of people of different countries. These images are shaped by a variety of processes and are usually a mixture of facts, incomplete information and stereotypes. Explore these mental images on a U.S. scale with your students. Ask them where in the U.S. they would most like to live, and least like to live. Explain that each of us has unique mental images. Have students rank the 50 states with a 1-5 scale (1 means the student would never want to live there, 5 means they would really like to live there, 3 shows no preference either way). Then ask them to map their individual preferences using 4-5 groupings with a color for each group. Discuss patterns. What experience or information led to their decisions? What other information would be helpful. Will they eventually go there? What forces "push" people out of an area, and "pull" people into other areas. Calculate class preferences for each state by averaging data, then make a class-preference map, looking for patterns. Ask students how tourist bureaus/chambers of commerce could use this information. Suggest that students research the top-rated and bottom-rated states to see if their mental images hold up. Consider expanding the survey to include other students, parents, etc. A useful website for information about the world village can be found at 222.geolink.com and the census bureau website.

**Further Exploration**

Over 4,500 years ago, the ancient Egyptians produced one of the world's most enduring landmarks, the Great Pyramid at Giza. As a way to explore ancient and modern Egypt and modern New Jersey, challenge students (working in groups) to develop a plan for moving the Great Pyramid to New Jersey. Ask for suggestions as to how it could actually be transported. You may want to explore how some other large structures have been moved, why they were moved, and the outcomes (The London Bridge was moved to Arizona; Ramses Temple in Egypt was moved to save it from flooding created by the Aswan Dam). Students should be asked to choose a new location in New Jersey and justify their decision. What will be the impact of geology and climate? They should use New Jersey state maps to indicate what roads will be used to get to the site.

Consider the positive and negative impacts of the pyramid on the New Jersey site, as well as the negative impact of its loss on Egypt. Consider alternatives (artificial pyramid, scaled-down model) to solve problems. Note that, New Jersey has at least one town whose name makes it an intriguing site candidate: the town of New Egypt in Ocean County.

**Assessment**

(under development)

**Connections**

(under development)

**Resources**

(under development)

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY**

**Indicator 10: Describe how changes in technology affect the location of human activities.**

The key here is "changes in technology." This does not mean electronics and computers only. The first uses of iron and bronze in pre-history were changes in technology. The wheel is arguably the greatest technological change of all time. It will be clear to students that these changes are important. The study studies history to find our what the changes were and how they benefited society.

## Grade Level 8

# Reinventing the Wheel

### Overview

Technological innovation has been a major force for change in human societies since the discover of fire and including the use of the horse for transportation, the printing press, the industrial revolution, the assembly line, the computer, the fax machine and so on. These things have had an enormous influence on the daily lives of people everywhere, as well as cultures, and the movement of people, goods, services and ideas.

### Activity

The information revolution continues to have profound social, economic and geographic effects that are global in scope. Students could explore the effects of television and computers on learning, use of leisure time, human/community interaction. They could compare distance learning with the traditional classroom, evaluate sources of information retrieval (print and non print) and their effects on education, analyze the effects on commerce of home shopping, analyze changes in the conduct of business, determine what skills will be necessary for jobs of the future. They may want to research and debate the implications of electronic devices of the future, such as wireless, palm-size receivers that are a combination telephone, computer, fax and television. They should draw conclusions about how the information revolution will affect the daily lives of Americans.

### Connections

This activity addresses important issues in history. For example, technologies of war such as the use of horse, or gunpowder, etc. Of course, there is the printing press, the Industrial Revolution, the cotton gin, and so forth. This is a vast subject which can only be suggested in a brief note here. See the following Social Studies Standards: 6.4, Indicator 5, compare and contrast developments in societies separated by time and/or distance; Standard 6.5, Indicator 10, analyze the political, social, economic and technological factors which cause cultural change; Standard 6.7, Indicator 9, solve location problems using information from multiple sources and Standard 6.8, Indicator 9, give reasons for the changes in spatial patterns of human activities. Cross-Content Workplace Readiness Standards addressed are: Standard 1, Indicator 9; Standard 2 Indicators 1, 10; and Standard 3, Indicators 1, 3, 4, 8, 9 and 12.

### Resources

National Geographic, The Information Revolution.. October 1995.

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 11: Give reasons for global interdependence.**

Students will learn about interactions between and among nations which grow from contact, to cooperation, to strong relationships (USA and Canada) over many eras. They gradually see the progression to international and global connections. Students learn about these interactions and begin to make judgments about them.

**Grade Levels 5-8**

# Global Connections

### Overview

Global interdependence is a twentieth-century concept based on increased trade, travel and cultural communications across nations and continents. There are also political implications based on the relationship of the first, second and third worlds.

Students exhibit their knowledge of international trade zones and areas in which certain countries are working closely. Provide students with summary materials on trade agreements, treaties and so forth for study and evaluation. A brief summary of recent trade agreements with China empowers students to evaluate the worth of the agreements and their value to the United States.

### Activity

By studying an agricultural or industrial product from A to Z, students get a sense of global connections. Suppose a student selects the chocolate bar. The student analyzes the bar and lists its ingredients and where the ingredients come from. This is how students can learn how people are connected across the globe.

Break students into groups and assign them a product to investigate (give each one a candy bar/picture of an auto, etc.) Discuss the nature of a system, such as the "candy bar system." Use data sheets for the top three world producers of cocoa beans, sugar cane, sugar beets, cow milk, soybeans, vanilla, paper, etc. Where do all these ingredients come together? Explore other parts of the world food supply system and problems such as floods, strikes, changes in demand, etc.

### Further Exploration

Students examine some of the complexities of international trade by perusing the Magazine Index and other sources. They learn that trade is based on the relationships of nations and on the degree to which a given nation values business and commerce. They learn about export balances and imbalances. Have students search the daily papers for trade-related news stories, bring them to class, and present them to the group.

**Assessment**

The following assesses the ability of students to work with primary source historical documents. Given a series of brief, one-paragraph selections from international relations documents based in the 19th and 20th centuries, students assess the issues in each and determine which are specifically related to international as discriminated from global relations.

**Connections**

The topic of global relationships connects with history. Students investigate the growth of international relations in the 19th century leading to multi-national connections in the 20th century. By examining international relations over several eras, students begin to develop the concept of "global" as involving more than international or multinational connections.

**Resources**

Fellman, Jerome. Human Geography. Dubuque, IA., Wm. C. Brown Publishers. 1990.

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 12: Predict trends in world population numbers and patterns.**

This indicator requires students to know enough about the world's population and history to make predictions. The key word here is *trend* and related to that is *predict.*

**Grade Levels 11-12**

# Where in the World?

### Overview

Based upon current trends, it is likely that in the next century China will be the most populous country in the world and India will be second. China is a growing economy, India is not. Students should study population growth trends for the last hundred years as a clue to the next hundred.

### Activity

(under development)

### Further Exploration

(under development)

### Assessment

Students predict certain population trends when given a set of data about present populations in New Jersey and certain parts of the United States. Evaluation is based on how reasonable their estimates are and the logic of their predictions. Thus, a prediction of increasing growth in the northeastern megalopolis could easily be justified, but a prediction of significant industrial growth in the Southwest could not.

### Connections

This topic is linked to the Mathematics Standards, especially 4.1, 4.2, Indicator 9; 4.4, Indicator 12 about making conjectures based on data and other information.

### Resources

(under development)

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 13: Analyze the impact of human migration on physical and human systems.**

This indicator focuses on the migration of people and the effect of movements of population within countries and regions, and across countries and continents. A review of how immigration has impacted upon the United States and New Jersey specifically should be covered.

**Grade Levels 9-12**

# Human Migration

### Overview

There have been many effects of migration to the United States beginning with the first great wave of immigrants in the early part of this century. This issue has demographic, cultural and political implications as students read about the acculturation of people from Europe and Asis to the culture of America. The concept of the "melting pot" is introduced as a blending of various cultures into one culture. Students read about the process and, at this level, are introduced to more current metaphors such as the "salad bowl" and mosaic ideas.

### Activities

1. Have students examine the patterns and reasons for population loss on the Great Plains from 1940-1990, focusing on a particular region such as Kansas to examine key factors such as railroad decline, development of highway and interstate systems, change in farming technology, etc. Investigate the impact of this on the economy and services provided in the small towns. Students can read yellow pages of a phone book from small towns to see what kinds of services are available in a town of a given size, and compare this to the area where the students live, as well predict what stores and services might be successful but are not currently there.

2. Use students' prior knowledge of countries to explore how their perceptions (stereotypes) limits their knowledge of other cultures and places. Ask students what countries have contributed immigrants to the United States in the past and present. Write the name of each country on a card as it is given. After concluding their brainstorming part of the activity, give a card at random to each student along with a piece of drawing paper. Ask them to draw an outline map of the country and label with any features that they know. Then on the back of their map, ask them to tell anything else they know about the country. Now ask students to research the country. They should find out when people came to the United States from that country and why. Have them share and discuss the country and give other information on the back of the map. Compare learning gained through research and discussion with earlier perceptions and then discuss the origin of stereotypes.

### Further Exploration

Students work on group projects preparing language maps and ethnicity maps of New Jersey and surrounding states including New York, Pennsylvania, Connecticut and Delaware. Students discuss the Immigration Law of 1924 which restricted immigration to the U.S. to west Europeans and contrast it with the Immigration Law of 1965 which severely restriced immigration of western Europeans. Students evaluate immigration policy past and present.

### Assessment

Students are assessed about their knowledge of the major ethnic groups in New Jersey and their contributions to the state. (add something multicultural)

### Connections

(under development)

### Resources

Parrillo, Vincent N. Strangers to These Shores: Race and Ethnic Relations in the United States. New York: Macmillan. 1985.

**STANDARD 6.8. ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 14: Analyze and compare the functions and spatial arrangement of cities locally and globally.**

Urbanization is a major topic in geography and history. The development of settlements from village to megalopolis will be studied throughout the grades. Students learn about the original settlements, the six patterns, the development of sites, how cities develop in relation to historic eras such as the industrial revolution, and so on.

**Grade Levels 11-12**

# From Village to Megalopolis

## Overview

This is the secondary level continuation of the study of the neighborhood and the community. Students find materials around them for the study of urban systems including subsystems in transportation, business and industry, cultural, education and health care. They study, for example, the situation in health care today with the growth of managed care systems which include associations of hospitals, health care plans such as U.S. Health Care, HMO's and so forth. The modern transportation system in the United States is based largely on the automobile rather than the use of high-speed public transit systems in France and Japan. Students study the contrasting systems an make judgments about relative effectiveness. The possibilities are endless for study of urban systems as are the sources of information from the daily newspaper to television news to the Internet.

## Activity

Students should use a variety of maps to locate and describe cities in New Jersey and the United States. This activity begins with the identification of major cities and metropolitan areas. Each student can be assigned a different city to research by answering the following questions:

1. What is the latitude and longitude of your city?
2. Describe the climate: cite evidence. What causes the climatic conditions?
3. What geographic features are significant?
4. What transportation features are there?
5. What industries are prominent?
6. How does the city deal with scarcity (water, land)?
7. What are the major cultures represented? Are there ethnic enclaves?
8. What educational and cultural opportunities exist?
9. Is your city a capital of the nation or state? If not, what government functions are located there and why?
10. What images of your city exist in the media, in music, television, movies etc.?
11. What are the relationships between the city and the surrounding suburban and rural areas?

12. What demographic shifts have taken place in your city over the past 10, 20, 50 years?
13. What are the prospects for your city's future?

Students should share their research, and come to some conclusions about the functions and spatial arrangements of cities and their roles in the future. Expected conclusions which would assess the value of the activity would be: all cities have been impacted by their physical environments: metropolitan areas that are strong financial and trading participants in the international economy play major roles in their national economics as well, and will prosper and grow as the larger economy grows; cities must overcome challenges whether their economics are primarily industrial or service based.

**Further Exploration**

Each students writes to the selected city's Office of Tourism to collect brochures and other information. Use these to add to the richness of the description of the city. Send for copies of the local newspapers to examine cultural opportunities. Visit the library to examine the telephone book from your city to study resources. There are many other possibilities for adding to the description of the city.

**Connections**

There are possible links here to science, arts and literacy standards and indicators as student evaluate the physical, commercial and cultural aspects of cities.

**Assessment**

Each student is given a set of materials on a city other than the one he/she has researched. The task is to develop an essay of 1000 words an evaluative profile of the city in terms of business, industry, culture and population dimensions.

**Resources**

This is an ideal activity for using the Internet since every major city will have its own webpage. Students should develop as a group a listing and description of every one of these with printed samples of materials so collected.

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 15. Analyze the processes that change urban structure, and the impact of changes in urban areas.**

The focus here is on the concept of "urban structure." This refers to the business, industrial and cultural infrastructures, the networks of communications, and people transfer. Students learn the meaning of all of this and apply it to current events and their own experiences.

**Grades 9-12**

## The Urban Landscape

### Overview

The forces that make urban change include movement of population and changes in the economy such as the modes of manufacturing the way people work. For example, the first industrial revolution created a need for housing for the vast army of workers who came to the cities seeking work. This led to the row house. The computer revolution has also changed the urban landscape significantly with instantaneous electronic data transmission of billing and banking records and transfers of funds across vast networks.

### Activity

Students should make historical comparisons of the downtown/main street functions of their communities (or the nearest city) with present patterns of housing and commerce. Teachers can enable students to contact and use materials from community resources such as local and county offices of planning and development. This would also be a valuable workplace-readiness activity as students writer letters to planning agencies, request lists of publications, and receive and evaluate such materials for their project. Appropriate readings should be provided by the teacher throughout this long-range student project.

Students examine such questions as:

A. What effect has the movement to the suburbs had on the urban infrastructure?
B. What advantages do malls have over distributed retail outlets?
C. How have local small businesses been impacted by large, national discount stores such as K-Mart, Home Depot, Drug Emporium, Circuit City, etc.? Is this good for the community?
D. How have demographics changed in your town? Is it gaining or losing people? What are the issues and the causes of what is happening?
E. What is the decision-making structure of the city? How is this related to the accident of birth and/or to personal achievement?

### Further Exploration

Students can work individually or in project groups through residential neighborhoods to solve a community issue such as low-cost housing in middle class neighborhoods, road projects, funding for a football stadium and not the local library, etc. Reports prepared by student groups should include interviews with community and business leaders and letters to relevant government agencies.

## Connections

This activity relates to workplace readiness especially standards especially as regards to career-planning skills and the ability to work cooperatively in groups.

## Resources

Spencer, Lyle M. and Signe M. Spender. Competence at Work: Models for Superior Performance. New York: Wiley. 1993

**Indicator 16: Explain the historical movement pattern of people and goods, and analyze the bases for increasing global interdependence.**

Students have already been exposed to global interdependence in earlier grades. This indicator focuses on the historical development of this trend.

**Grade Levels 11-12**

# One World, Part III

### Overview

The growth or decline of industries and other forms of commerce in various countries can be tracked in its relationship to history. The iron industry in the United States is a good example. If we could take students on an extended field trip we would them the dying cities of central Pennsylvania and end our trip here in Trenton with a tour of what is left of the steel industry here.

Students study the story of industries and how history is affected.

### Activities

1. Have students investigate the development of iron technology in the late 1700s the late 1800s and the late 1900s. How did the development of the mining industry and technology influence the development of the area? How has the change in technology and the mining industry in the late 1700s, the late 1800s and the late 1900s. How has the change in technology affected the location of the iron industry in the United States and the shift of populations? New Jersey has an extensive mining history, from the early bog iron industry of the Pine Barrens to the mines in northwestern part of the state. Students should use this information to predict desirable site locations in the latter part of the 20th Century and how changes in mining operations affect people. Students could use specific industries as examples including the Stirling Hill Mine in Ogdensburg, the textile industry at Paterson, NJ, the development of the Seabrook Farms in Cumberland County, etc. The Sterling Hill Mine is in the process of developing curriculum materials relevant to mining and earth science. Investigate the status of these types of industries today and the increase of global interdependence.

2. Have student role-play a new employee hired by a US company to analyze the trading relationships with countries around the Caribbean Sea and to identify ones which trade more or less than one would expect by looking at their economies. Students should investigate trading factors such as size, population, distance from United States, resources for export and needs for import, current trade agreements, culture, political animosity and competition. They can rank the countries on the basis of factors such as size and population to see how these compare to the current volume of trade, and then make recommendations for expanded trade based on perceived opportunities. Students should also give consideration to areas of the United States that would benefit from the increased trade, or areas that could be harmed

by it. Directions in Geography contains a lesson on the Western Hemisphere which uses cartograms to interpret information on trade and population patterns.

3. "Shopping at the Global Resource Bank" is a simulation activity developed by the Population Reference Bureau to develop an understanding of how people's options for meeting their needs are dependent on their personal buying power. Students analyze maps to identify connections among wealth, quality of life, CO2 emissions, and changes to local and global environment.

**Further Exploration**

Students study the meaning of the sign on a Trenton bridge, "Trenton Makes, the World Takes." When was this sign put in place? What does it mean? Is it still relevant today? Are there similar slogans in the school's community?

**Assessment**

Students are asked to write an essay about an American industry that has grown (computers) or declined in this century. They must address the causes and the effects.

**Connections**

(under development)

**Resources**

(under development)

**STANDARD 6.8 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING HUMAN SYSTEMS IN GEOGRAPHY.**

**Indicator 17: Explain how physical, social, cultural, and economic processes shape the features of places and regions.**

This indicator examines the human impact on the physical environment. Physical processes such as erosion clearly shape the face of the earth. Human activities including those in agriculture, mining and industry, as well as migrations, also change the way places look.

**Grade Levels 11-12**

## Processes of Change

### Overview

(under development)

### Activity

Use a watershed[1] to investigate the many processes that shape a place or region. For example, have students use state highway maps, atlases and Internet sources to outline a rough map of the Delaware River watershed, including the appropriate parts of Pennsylvania, New Jersey, New York, and Delaware. Students should then compare their map to physical, population and transportation maps to gain an overview of the region. Create for students a simulated conference. Announce that the Delaware River watershed has been selected to be part of the National Estuary Program, that a "Delaware Watershed Regional Planning Conference" will be held in the near future and the students will be asked to present their findings and recommendations. Divide the class to represent the various states and organizations within the watershed, or different areas of investigation (population, economics, etc.) and have them present the results of their investigation at the mock conference. (Note: The Delaware Estuary is part of the national estuary program and in 1997 Delaware, New Jersey and Pennsylvania joined together to host three conferences focusing on implementing a management plan to preserve and enhance the quality of life within the estuary.) [2]

### Further Exploration

"Where Are the Gardens in the Garden State" is a chloropleth[3] mapping activity developed by teachers of the New Jersey Geographic Alliance to show existing population densities in New Jersey and predict population trends. Students use census data from the 1950 and 1990 to create chloropleth maps of the 21 counties during these two time periods. Students then use these two points and other data about each county to project future population growth or decline, and to investigate the cause-effect nature of rapid population growth and the resulting need for new schools, roads and other services. Ask students to speculate how the development of new roads and other services could alter New Jersey population trends, and investigate the potential effect of the trends on politics, economy, environment, etc. Have students contact their county planning department and other organizations to understand how these organizations are involved in preparing for these changes. Have them investigate how communities prepare for some of these changes, such as the development of a light train system for serving commuters, or widening local roads for heavy traffic.

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[1] A dividing line between rivers, or valleys; or, a source of water for a river.

[2] An estuary is a wide mouth of a river where the river meets the sea.

[3] A graphic which displays map-based data for a selected variable.

## Assessments

Given a set of simulated population data for a fifty-year period for a given area, plus a description of recent economic, commercial and cultural developments for that area, students predict mathematically the population growth or decline over the next fifty years and project future growth or decline of the area as a living space for people.

## Connections

To make predictions of the populations in the twenty-one New Jersey Counties over the next 50 years, students do a linear projection of the population using "lines of best fit to interpolate and predict from data" (Mathematics Standard 4.13, Indicator 12). By plotting the data for the past 50 years they can define the function that will work in creating the line of best fit.

## Resources

(under development)

# STANDARD 6.9

***All students will acquire geographical understanding by studying the environment and society.***

## Introduction to Standard 6.9

This section focuses on the relationship between people and the environment. Students learn how people are able to live in various kinds of physical environments by creating settlements. They learn that these settlements follow definable patterns in the process of growth from village to town to metropolis.

## Framework for Standard 6.9

This standard deals with the physical world and the importance of renewable and nonrenewable resources. Students learn this important distinction and they study the significance of resources to the life of countries and people. Students study the environment as a concept that includes just about everything in the natural and man-made worlds as they examine elements of both in the activities in this section of the framework.

Students learn about modifications to that environment both natural and human. They study the history of technology from the beginning until modern times and engage in activities and projects which enable them to see how new technologies, or inventions, have changed the lives of people, sometimes for good, sometimes for ill.

**STANDARD 6.9 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE ENVIRONMENT AND SOCIETY.**

**Indicator 1: Explain the characteristics of renewable and nonrenewable resources and their distribution, and the role of resources in daily life.**

This indicator focuses on renewable and nonrenewable resources. Renewable resources, such as plants and animals, can replenish themselves after they have been used if their physical environment has not been destroyed. Nonrenewable resources, such as minerals and fossil fuels can be extracted and used only once. The location of resources influences the distribution of people and their activities on Earth. It is essential that students have a grasp of the different kinds of resources, of the ways humans use and compete over the resources, and of their distribution across the Earth's surface.

**Grade Levels K-4**

# Natural Resources Are the Nation's Wealth

### Overview

The presence of oil in ground under the middle eastern countries of Kuwait, Saudi Arabia, Brunei and others has created fabulous wealth from a small group of ruling class types in those countries. It has not benefited the average citizen. Resources like the coffee in Brazil and Colombia, the uranium and diamonds in South Africa, the potatoes in Idaho and the tomatoes in our own state have a great impact on the standard of living of those places. Mexico has large oil deposits but a generally rocky soil that is not good for farming. As students learn more about resources, they begin to see relationships to standard of living and quality of life for the place. It is important for students to distinguish between renewable and nonrenewable resources. They will become aware of the abundance of some things and the scarcity of certain other resources as they investigate the role in their daily life of resources.

### Activity

Students should begin by defining renewable and nonrenewable as applied to resources. They should then choose a resource and explain whether it is renewable or nonrenewable and why. Students then begin to make lists of both types of resources, adding the location for each. Each student then chooses a state or country and begins to research the impact of the chosen resource on the place selected. Thus, impact of tomatoes on the New Jersey economy, oil in Saudi Arabia, coffee in Brazil, sugar in Cuba and so forth. Do students know that South Africa has the largest deposits of plutonium in the world. What effect did this have on social conditions in that country? What are our country's greatest resources? Are people a resource?

### Further Exploration

Design and conduct a survey of students, family and other members of the community to measure the resource use in school, home, and community on a typical day and classify the resources as renewable or nonrenewable.

**Connections**

This activity will allow students to recognize that natural resources are not always renewable (Science Standard 5.12, Indicator 3), illustrate the balance between economic growth and environmental preservation (Standard 6.6, Indicator 5) and explain how improvements in transportation and communication have resulted in global interdependence (Standard 6.8, Indicator 4).

**Resources**

Duffy, Robert J. The Renewable Resources Curriculum, New York: Global Learning Inc.
National Geographic. Geography for Life, National Geography Standards. The Association: Washington, D.C. 1993.

**STANDARD 6.9 ALL STUDENTS WILL AQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE ENVIRONMENT AND SOCIETY.**

**Indicator 2: Explain how people depend on the physical environment and how they modify the environment.**

Students learn the importance of the natural environment whether hot or cold, desert, jungle or plain, to every day life and the way our lives are shaped by these factors.

**Grade Level 4**

# Introduction to the Environment

## Overview

Literature is an important vehicle through which children can grasp environmental issues that have historical, current, local and global importance. Two excellent books, both by the same author, Lynne Cherry, provide rich resources for student discovery in geography

## Activities

1. In **A River Runs Wild,** students follow the relationship between a physical resource, the river, and the people who used it over time. Pictures of artifacts from the first human inhabitants to the present who used it over time. Pictures of artifacts from the human inhabitants to the present help students make historical connections. The difference in human/environmental philosophy between the Native Americans and the Europeans is a thread throughout the story, as the river becomes more and more polluted with industrial development. the actions of one woman to save the river shows how people can make a difference. the story s true, which adds interest and credibility.

2. Another book by Lynn Cherry is **The Great Kapok Tree**, a story of the rain forest. This story has great potential for science, language arts/reading social studies and art connections. the teacher should first use the map in the book to assist students in identifying the Amazon rain forest, helping them to make the connections between locations of rain forests, and the equator. they should use the map key to reach conclusions concerning the difference between today's rain forest and the original extent of rain forests. Students could then share what they already know about the rain forest. Parts could be assigned to each student in the reading of the story. After reading the story, the teacher could use graphic organizers to help students summarize the main ideas. Follow up activities could be any of the following:

   Students select rain forests animals and create drawings or posters.

   Select activities from the World Wildlife Fund **Take Action: An Environmental Book for Kids** (Anne Love & Jane Drake, Beech Tree paperbook, 1992)

Select readings and activities from the **Educators Guide for National Wildlife Week, 1993** (National Wildlife Federation, 1400 16th St. NW, Washington, DC 20036).
Select activities from **Vanishing Rain forest Education Kit** World Wildlife Fund. (P.O. Box 4866, Hampden Post Office, Baltimore, MD 21211. 410-516-6951)

Select activities from the thematic unit **Jungle** (Teacher Created Materials, Inc., P.O. Box 1214, Huntington Beach, CA 92647) Note reference to all the items that originate from the rain forest. Students should reach a conclusion concerning the potential for future discoveries in the field of medicine.

Have students make a diorama of a rain forest. Have students draw what the rain forest looks like now, and what it will look like if poeple continue to destroy it.

Have the students write an essay on why the rain forest should be saved.

Students view the NGS video, **Totally Tropical Rain Forest.** (Use progress indicators for Standard 3.5, Language Arts Literacy)

Students play **Jungle Lotto.**

**Further Exploration:**

(under development)

**Assessment:**

Students work in cooperative groups to make a diorama of a rain forest. Have students draw what the rain forest looks like now, and what it will look like if people continue to destroy it. Develop a rubric to evaluate the group work with criteria based on the quality of their projections based on realistic forecasts. Or, students write an essay on why the rain forest should be saved.

**Connections:**

These activities can be related to social studies Standard 6.7, Indicators 1, 4, and 5; Standard 6.8, Indicators 3 and 5; and Standard 6.9, Indicators 1 and 3. They can also be related to workplace readiness standards 2.4 (computer databases); Standard 3 for critical thinking; and 4.2 for working cooperatively with others to accomplish a task.

Cross-Content Readiness Standards

| | |
|---|---|
| Standard 2 | Indicator 6 |
| Standard 3 | Indicators 1, 2, 3, 4, 12, 13, 1 |
| Standard 4 | Indicator 2 |

**Resources**

**Rain Forest** by Helen Cowcher. Scholastic Inc.
**Rain Forest Secrets** by Arthur dorros. Scholastic Inc.
**Amazing Tropical Birds.** Alfred A. Knopf, New York
**Tropical Rain Forests Around the World** by Elaine Landau And Franklin Watts
**Piranhas and Other Wonders of the Jungle** by Q.L. Pearce, Julian Messner (amazing Science series)
**A Walk in the Rainforest**, by Kristin Joy Pratt. Dawn Publications
**Wonders of the Rainforest,** byKristin Joy Pratt. Dawn Publications
**This Place is Wet** by Vicki Cobb. Walker & Co.
**Four Against the Odds, The Struggle to Save Our Evironment,** by Stephen Krensky. Scholastic
**The Lorax** by Dr. Seuss (video available)

**STANDARD 6.9 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE ENVIRONMENT AND SOCIETY.**

**Indicator 3: Identify the consequences of natural environmental changes and crises and human modifications of the environment, and explain how an event in one location can have an impact upon another location.**

This indicator focuses on both the natural and human changes to the environment. These changes can have both a positive and negative impact and may cause reactions far away from its source. Activities should provide students with opportunities to increase awareness of environmental issues, and make informed decisions about their actions on modifying the environment.

**Grade Level 3-4**

# Land Use Issues

### Overview

When thinking about the environment most students think about how humans have modified the land and water to meet their own personal needs. It is important for them to understand that natural forces are constantly at work reshaping the earth's surface. Students learn about changes in the earth which resulted in the formation of mountains and deserts; and about changes in the oceans, seas and lakes. This is basic, traditional geography stuff for the early grades.

### Activity

Provide students with a list and definitions of natural forces that change the environment (e.g., volcanoes, earthquakes, storms, floods, erosion, and weathering). Discuss how these forces create changes in the environment and the effect they have on the land and people. Have students find examples from a variety showing these natural changes. Have students collect pictures from newspapers and magazines and bring them to class for discussion.

Students study their own community for instances of man-made changes such as housing developments, man-made lakes, seaports, seawalls (at the shore), remedies for beach erosion, and so forth. This type of community-study combines traditional geography with environmental issues.

### Further Exploration

Using the setting of a town council meeting, students could role play the developer and the environmentalist groups debating whether to cut down the Pine Barrens to create a 'model city.' Students study topographic and other types of maps (available from the U.S. Geological Survey Agency, Denver, CO) to get an idea of the extent and nature of the Pine Barrens area. They study land use maps to understand the potential of the area.

### Assessment:

(under development)

## Connections

This activity will allow students to investigate the interdependence of living things and their environment (Std.5.12, Ind. 1), and explain how meeting human requirements affects the environment (Std.5.12, Ind. 2).

## Resources

Geography for Life, National Geography Standards
Makower, Joel (editor). The Map Catalog: Every Kind of Map and Chart on Earth and Even Some Above It. New York: Vintage Books. 1986.

**STANDARD 6.9 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE ENVIRONMENT AND SOCIETY.**

**Indicator 4: Describe world patterns of resource distribution and utilization, and discuss the management and use of renewable and nonrenewable resources.**

People are dependent upon the earth's natural resources. Everything that they have or use is made of natural resources, or raw materials and energy obtained from the environment. This indicator focuses on the earth's renewable and nonrenewable natural resources. Activities should provide students with opportunities to learn how these resources are distributed worldwide, how they are utilized by Americans and by citizens in other countries and regions, and how these resources are managed.

**Grade Levels 5-8**

# Resources Management Issues

### Overview

Natural resources are the raw materials that people use to survive and live. These can be divided into three categories - **perpetual resources** (those that can last forever and include solar, wind and hydrologic energy), **nonrenewable resources** (those that exist in fixed amounts, take millions of years or special conditions to develop, cannot be replaced for millions of years and include oil, natural gas, coal, minerals and metals), and **renewable resources** (those that can be replenished through natural and/or human processes, require special management practices, and include plants and animals).

### Activities

1. Write these three terms on the chalkboard. Divide the class into smaller groups. Have them write their own group definition for each of the terms. As a class, have them determine the most suitable definition for each of the terms. Next, go through the following list and have the students determine which category the resource falls in.

   Coal
   Sunshine
   Natural gas
   Copper
   Gold and silver
   Oil
   Wind over the plains
   Tides along a shore
   Phosphates
   Tuna and salmon
   A field of corn
   Water in a river
   A forest
   Hot springs
   Aluminum

   Finally, have the students work together to brainstorm uses for, or products of, each of the resources listed in each of the three categories. Discuss the following:

   1. What renewable resources have been or can be used to replace nonrenewable ones ?
   2. What advantages and disadvantages might there be in us renewables or nonrenewables? Provide specific examples or situations.
   3. When is a renewable not renewable?
   4. Which resources will continue to be available no matter how much they are used ?

2. Pretend that you are a manager of one type of resource. What factors are most important in determining how fast a natural resource is being used? If you needed to assure that you would have a supply of your resource available for a specific # of years, what information do you need to plan this? What guidelines might you need for planning this? How would the conservation or preservation of the environment weigh into your decision making as a manager?

**Further Exploration**

Through this activity students will be able to identify examples of renewable, nonrenewable and perpetual natural resources, ways in which these resources are used, the consequences of substituting one resource for another, and concerns, issues, guidelines and planning needs that are related to the management of a natural resource. Students could extend this activity by researching how natural resources are utilized in other countries and regions, and how natural resources are managed, both in the United States and abroad.

**Assessment**

Students define "renewable resource" and "nonrenewable resource" and list several of each.

**Connections**

Using natural resources as the theme, students would then be able to explain and predict how the physical environment can accommodate, and be affected by human activity (SS Std. 6.9.5), they should be able to evaluate a decision about the balance between economic growth and environmental preservation (SS Std. 6.6.10), and, they should be able to evaluate the impact of personal and societal activities on the local and global environment (Science Std. 5.12.4).

**Resources**

(under development)

**STANDARD 6.9 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE ENVIRONMENT AND SOCIETY.**

**Indicator 5: Explain and predict how the physical environment can accommodate, and be affected by human activity.**

There are many connections between people and the environment. These connections affect and frequently determine the nature of agriculture and food production, water supply, housing and development, manufacturing and industry, land use and management, transportation, waste production and disposal, to name but a few. This indicator focuses on ways in which the environment provides for the needs and conveniences of people; and impacted by human needs and activities. Activities should provide students with opportunities to study and array of relationships that exist between people and the environment, as well as to decide upon additional options or strategies and to predict the resulting consequences.

**Grade Levels 5-8**

# The Local Community as a Catalyst for Change

### Overview

Two basic understandings for students in this area are:

1. People are part of the environment and not separate and apart from it.
2. The environment is dynamic (always changing).

The local community affords teachers and students with the most convenient laboratory for study and observation. Have the students discuss any changes that they have noticed in their community recently, or within the past five years, such as new developments or malls, closed or restored buildings, innovative forms of transportation and communications, and new parks or protected areas. Have the students discuss how those changes make them feel. Have them discuss the pro's and con's about changes that are made within a community.

### Activities

Tell the class that they will (work in teams, or individually) to interview an older person who has lived in the community for at least 20 years or more - this person could be a parent, grandparent, a neighbor or a local citizen. Have them first work together to determine a list of questions that each student will use. Consider the following examples:

- How long have you lived in this community?
- Identify ways in which the community has changed during this time period.
- Have any changes harmed you in any way? Which, and how?
- How have these changes helped the community at large?

Give the students time to conduct one or more if feasible. Encourage them to ask additional questions, to take notes, and to record the interview if feasible. Encourage the students to borrow, copy or sign out photographs, maps and newspaper articles that support their findings. Have them visit local libraries, museums and historical societies and sites. Have each student (or teams of students) present their findings.

Using the chalkboard and mural paper, make a basic road map of your community on the paper and a basic 50-year time line on the chalk board. Have the students use "post-its" to document all major occurrences within the community, putting site-specific changes and dates on the map, and overall occurrences and dates the time line. Have the students discuss the following"

- What types of changes have occurred during the past 20 years or so?
- Which seemed well-received by community residents? Which seemed ill-received?
- What areas of the community have been left in a natural state, and why?
- Which areas have been restored or improved? Which areas have been altered?
- How have some changes improved the quality of the environment?
- Which may have harmed the quality of the environment?
- What are the consequences of each?

Have the students predict what changes may take place within the next ten years. What information is needed by them (and available to them) in order to make that determination? What effects or consequences would these predicted changes impart on the local environment and environmental protection? What recommendations do they have for the community's planners and decision makers?

**Further Exploration**

Invite a local municipal or county planner, developer, government employee and environmental consultant in to the classroom individually, or as part of a panel. Have the students present to each professional their study, predictions and recommendations for the community's future planning. Weigh in on the responses and comments from each professional.

**Assessment**

Students write an essay on their choice of several topics in their community. The essay is a discussion of the current situation in the community and a prediction about the future. Topics include housing, transportation, heat and light, religion and education.

**Connections**

This activity would assist students in explaining the causes and effects of urbanization (Social Studies Standard 6.8.8), evaluating the impact of personal and societal activities on the local and global environment (Science Standard 5.12.4), describing people, places, things and events with some details (World Languages Standard 7.1.9), accessing and assessing information on specific topics using both technological and print resources available in libraries or media centers (Cross-Content Workplace Readiness Standard 2.6), identifying and accessing resources, sources of information and services in the school and the community (Cross-Content Workplace Readiness Standard 3.4), and, identifying patterns and investigating relationships (Cross-Content Workplace Readiness Standard 3.9).

## Resources

(under development)

**STANDARD 6.9 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE ENVIRONMENT AND SOCIETY.**

**Indicator 6: Evaluate policies and programs related to the use of resources locally and globally.**

This indicator helps students to understand different perspectives on the allocation and use of resources and how decisions are made on environmental issues.

**Grade Level 12**

# New Jersey Geography

## Overview

New Jersey is an excellent state for study of the physical environment, the impact of the environment on human systems, and controversies and decisions involving human modification of the environment. New Jersey's location and its variety of physical features (mountains, rivers, ocean, plains etc.) continue to impact human settlement patterns, and the use of resources. Most environmental decision-making regarding local or state issues is reflective of global environmental controversies as well. Students have a stake in, and an identification with, the areas in which they live. Given opportunities to study environmental issues that directly impact them, they will in turn better understand the broader context of issues involving human/environmental interaction. Given appropriate activities, they are also more likely to develop citizenship skills.

## Activity

Students should first identify the physical features, natural resources and regions in New Jersey, identifying the region in which they live, and the natural resources that exist. A variety of geographic resources can be used including road maps, topographic maps, satellite maps, physical maps, computer data base information. Demographic information obtained from the United States Census should be used to compare spatial population distribution in New Jersey and in the city, county or region in which the students live. Discussion would then take place on the relationship between human settlement patterns, and the physical features and resources distribution in the state. Students should then brainstorm which environmental issues would be relevant to specific areas in the state. These may include availability of clean air and water, land availability, solid waste disposal, need for open space, recreation, roads, species endangerment/extinction, wetlands issues, flooding, effects of seasonal population changes, farmland preservation etc. Students should then identify and research current environmental issues relevant to their own town, city or region. The goal would be to develop a plan to solve the problem, justifying it by citing different perspectives and solutions and their possible consequences.

## Further Exploration

The teacher is encouraged to direct students to local resources such as city/county/state governmental officials, local business/industry representatives, local environmental groups to obtain information and multiple perspectives on the problem or problems. Historic land/water use patterns should be cited. Students should know how the use of local resources has impacted the economy. They should study local ordinances and state laws regarding the problem, and be familiar with municipal, county, and/or state master plans as applicable. They should study the impact of the problem on the region, and on the state, and its application to national and global environmental issues.

**Assessment**

1. Assessment can be based on the submission of individual issue papers, or small group presentations of research and conclusions. Additional activities include persuasive letters to government officials or to the editor of the local newspaper, student interviews, student debate representing varying points of view on the topic, role playing, volunteer commitment to a group involved in the issue, attendance at meetings of governmental bodies and environmental groups concerned with the issue, proposal of an ordinance or law to solve the problem, student photography, artwork or video presentation.

2. Students demonstrate detailed knowledge of New Jersey geography including land and water forms and natural resources. This can be done with a written test, recitation, evaluation interview, project or performance assessment. Whatever the means, the expectation is that students learn a lot about these subjects.

**Connections**

This activity addresses Standard 6.1 Indicators 12, 13,which require the student to analyze the roles of the individual and the government in promoting the general welfare of the community under the Constitution and to analyze the functioning of government processes; Standard 6.4 Indicator 10, evaluate how individuals, groups and institution influence solutions to society's problems; Standard 6.5 Indicator 18, evaluate the mutual influence of technology and culture; Standard 6.6, Indicators 11, 16, apply economic concepts and reasoning when evaluating historical and contemporary developments and issues and analyze and evaluate economic growth in the context of environmental conditions and sustainable development; Standard 6.7 Indicators 11, use and interpret maps and other graphical representations to analyze, explain and solve geographical problems; Standard 6.9 Indicators 7, draw conclusions regarding the global impact of human modification of the environment.

**Resources**

(under development)

**STANDARD 6.9 ALL STUDENTS WILL ACQUIRE GEOGRAPHICAL UNDERSTANDING BY STUDYING THE ENVIRONMENT AND SOCIETY.**

**Indicator 7: Draw conclusions regarding the global impact of human modification of the environment.**

This is the highest level of Bloom's taxonomy. "Judgments about the value of material and methods for given purposes."[1]

**Grade Levels 9-12**

# The World Environment

## Overview

World wide industrialization and technological progress, increases in world population, and the development of a world economy have resulted in a new focus on global environmental issues. More than any historical era, the 20th century has involved beyond national boundaries. Acid rain, ozone depletion, global warming, deforestation, desertification, the decline of biodiversity are global concerns. The 1997 treaty signed by the US and other nations in Kyoto, Japan is an example of the global impact of human modification of the environment. Students examine the issues to determine both the science and the politics of the agreement to set standards in the US for voluntary reduction of greenhouse gases produced by Americans.

## Activity

The teacher should obtain and study the Brown University Center for Foreign Policy Development publication, **Choices for the 21st Century** a unit on Global Environmental Problems. Prepare excerpts for study from this publication and empower students to explore the major global environmental problems, and evaluate alternatives for American foreign policy through role play. Students are then expected to develop their own options for U.S. policy. In the process they learn the distinctions between the industrialized or developed world and the non-industrialized or developing world. (These comparisons can be obtained through other sources such as the World Bank, computer software, atlases, Population Reference Bureau). In the process, students develop understanding of the effects of competition in the global economy and the relationship between national economic priorities and global environmental problems.

## Further Exploration

At any grade level, students can select a local problem that has global implications, such as availability of clean water and air, land availability and use, pesticide use, solid waste disposal, species endangerment/extinction, wetlands issues, flooding, effects of seasonal population changes, farmland preservation etc. The teacher is encouraged to direct students to local resources such as city/county/state government officials, local business/industry representatives, local environmental groups to obtain information and multiple perspectives on the problem. Students should examine the causes of the problem, weigh differing points of view, and propose solutions.

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[1] Bloom, Benjamin (editor). Taxonomy of Educational Objectives. Book 1. Cognitive Domain. New York and London: Longman. 1983. Twenty-sixth printing after the original edition in 1954. This is still the bible for stating educational objectives and is highly recommended, especially for assessment.

Additional activities could include persuasive letters to government officials or to the editor of the local newspaper, student interviews, student debate representing varying points of view on the topic, role playing, volunteer commitment to a group involved in the issue, attendance at meetings of governmental bodies and environmental groups concerned with the issue, proposal of an ordinance or law to solve the problem, student photography, artwork or video presentation.

**Assessment**

Students write policy statements of 500 words to be introduced in the House of Representatives for a vote. These statements are evaluated by a teacher developed rubric with these dimensions: quality of thought, coherence, reality-base, practicality, apparent knowledge of government process.

**Connections**

In this activity, students will locate, access, analyze, organize, and apply information about public issues in order to evaluate the validity of different points of view (See Standard 6.1, Indicator 12) and Workplace Readiness Standard 3, Indicators 1,3,6,11,13,14,15. They will evaluate economic decisions (Standard 6.6, Indicator 15, and analyze and evaluate economic growth in the context of environmental conditions and sustainable development (Standard 6.6, Indicator 16). Additionally, students will evaluate policies and programs related to the use of resources locally and globally (Standard 6.8, Indicator 6) and evaluate the environmental consequences of technological change in human history (Standard 6.9, Indicator 8).

**Resources**

Choices for the 21st Century. Center for Foreign Policy Development. Brown University, Box 1948, Providence, RI, 02912.

Geography for Life. National Geography Standards, (city, publisher) 1994.

**STANDARD 6.9 ALL STUDENTS WILL ACQUIRE GEOGRAPHICL UNDERSTANDING BY STUDYING THE ENVIRONMENT AND SOCIETY.**

**Indicator 8: Evaluate the environmental consequences of technological change in human history.**

This indicator continues studies initiated under several previous indicators. It focuses on the variety of ways that all kinds of people-developed technology has enabled or facilitated people-based modification of the physical and psychological environment and the "evaluate" part asks students to assess whether these modifications were good or bad.

**Grade Levels 11-12**

# Car Culture

**Overview**

"Technology" should be understood as a broad term covering adaptations of nature from the early use of iron for tools and weapons through the bow and arrow to the printing press, the factory system, in-vitro fertilization, fax machines to the most recently space vehicle. In evaluating, students look at the ethical as well as the practical dimensions.

Throughout history, technological innovations have had profound cultural and environmental effects. In researching any of the innumerable examples of technological advancement, students consult standard sources such as the Brittanica and Americana encyclopedias, Magazine Index, the Internet and so on. They should explore the issues surrounding one or two major technologies, preferably one from the past and one from recent times. As they explore the subject, they should begin to see connections among geography, history, culture, economics, and political forces. The teacher should explore these connections. This presents opportunities for the development of thematic units combining several disciplines. The example presented here centers on the invention of the automobile.

**Activity**

Prepare several readings for students. Select from standard histories of automobile culture. After these have been assigned and discussed, the class brainstorms the ways the automobile has changed American culture, and the physical environment, from Henry Ford's Model T invention in 1908 to the present time. Examples could include changing housing patterns and the development of the suburbs, the building of roads, highways, and malls, the development of ancillary industries such as tire production, assembly plants, advertising, the movement of goods through trucking. Students should discuss the economic impact of this invention, including American dependence on fossil fuel, and on parts that are supplied by other countries. The crisis in American foreign policy emanating from the oil shortage in 1973 and the causes of the Gulf War show students the economic and political effects of uneven global distribution of resources. Students may be interested in pictures of the changing models of automobiles showing both changes in technology and in style reflective of American tastes. Students could discuss current tastes in automobiles, and the increasing economic implications and trade policies.

Air pollution is the major adverse environmental consequence of automobile use. Students should research the extent of the problem, identifying the areas particularly prone to air pollution and explaining the reasons why. They should examine and evaluate governmental policies to mitigate the problem, such as anti-pollution devices, stipulations on the miles per gallon of gasoline, taxation on gasoline consumption, mandated speed limits, high vehicle occupancy incentives. Comparisons with other countries should be made. The study could include research on mass transportation networks and their viability in solving transportation problems in the Unites States and other countries.

**Further Exploration**

The teacher conducts a series of lessons on logical argumentation in which students learn the elements of a good argument and to detect faulty reasoning.[1] Questions that could be pursued concern the impact of population increase in the United States and worldwide, and future transportation choices as countries continue to develop. Information can be found through Internet research, and interpretation of graphs supplied by **Motor Vehicle Facts & Figures,** published in **World Eagle.** Students can compare such things as U.S. passenger car efficiency, and ratio of passenger cars to population of selected countries. They can access articles on transportation alternatives, such as the Norwegian electric car, as a basis for further study. Students should be encouraged to make predictions based on their research. In so doing, they should explain national and global environmental and economic effects of their choices. The teacher can employ a wide variety of strategies such as student debate, essays, cooperative projects (i.e. developing models of future transportation systems).

**Assessment**

Given several brief readings on automobile culture, students summarize the argument in each and identify logical fallacies in the chain of reasoning. A teacher-prepared rubric includes ability to discern the elements of the argument and to specifically identify the logical fallacies.

**Connections**

Students analyze the mutual influences among different cultures throughout time (Standard 6.5, Indicator 13) and evaluate the mutual influence of technology and culture (Standard 6.5, Indicator 18). They apply economic concepts and reasoning when evaluating historical and contemporary developments and issues (Standard 6.5, Indicator 11); evaluate principles and policies associated with international trade (Standard 6.6, Indicator 12); and predict trends in world population numbers and patterns (Standard 8, Indicator 12).

**Resources**

Salter, C.L. Site & Insight: Learning From The Landscope. National Geographic Society, 1988.
**World Eagle.** Monthly Social Studies Resource Data, Maps, Graphs,. 111 King St., Littleton, Mass 01460-1527.

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[1] Damer, T. Edward. Attacking Faulty Reasoning. Belmont, CA: Wadsworth Publishing Co. 1995. A good, very practical text for teacher use on the basics of argumentation and detecting fallacies. There are also several good books on propaganda techniques which include good material on faulty argumentation.